

RESOURCES

The Derbyshire local

Nick Baker reports

Derbyshire has just become the first of the 130 local education authorities on The Times Network for Schools to set up its own regional database. The Times Network for Schools is a computer network, sponsored by industry and dedicated exclusively to education. It consists of an electronic mail network and central database.

"Does your school have access to a cow costume?" This forum message, obviously left over from the festive season, was still "planned" to the noticeboard section of Derbyshire's local network until recently. But although the system is much favoured by PE teachers (in a large area where snow can affect sports features at short notice) and a fair amount of space is given over to pen-pal letters about pets and pop, the Derbyshire local database is by no means an electronic backwater of the Times Network. It's a localized teaching tool, reference guide and communications medium for local teachers as well as pupils.

The system has been truly alive for about a year, and is divided into separate sections for pupils and

teachers. Select the teacher section and you have a choice between DISSC and DESC. DESC - Derbyshire Educational Software Centre - provides a directory of centrally-held software and a news service about Derbyshire's committed cross-curricular computer education programme. DISSC stands for Derbyshire Information for Staff in Schools and Colleges and contains whatever information different subject advisers want to communicate.

Look at Modern Languages and you'll be offered a typical menu. Choose from a list of useful addresses of contacts, details of relevant training, locally and nationally, lists of resources and news about the subject. As is the case throughout the system, the colourful menu pages are presented in a simple, user-friendly style, using Edifax and its like, but the "harder" information is in 80 characters per line format, for ease of printing.

This sort of flexibility is a watchword for the system's managers, county computer education adviser Steve Bacon and advisory teacher Steve Sansom. The system isn't so much user

friendly as positively gregarious, apologizing fulsomely if it offers you an empty file, and responding to a very simple set of commands (including the HELP) that don't mean an automatic return to square one if you get lost. It's

section, the news in French (courtesy of the Microelectronics Education Programme) and a section entitled Technical Tips, which can help users download programs and print out information.

4 The most interesting item is the growing "Derbyshire Gazetteer",... an ongoing series of descriptions of very local features and landmarks, all wordprocessed by pupils in different schools?

also very easy to hop back and forth between national and local TTNS, and there's even a section called Comment, a cross between a visitors' book and a "Right to Reply", with users' remarks delivered to the system manager's mailbox.

In the pupil section, called DATUM, the most interesting item is the growing Derbyshire Gazetteer, in which is kept an ongoing series of descriptions of very local features and landmarks, all wordprocessed by pupils in different schools. The system managers faced an interesting problem in compiling this. Should pupils' work be dictated "warts and all" in the best tradition of encouraging every effort, however humble, or should it all be passed through a human (or electronic) spelling check? In the end a very strict format was decided upon, with standardized layout and headings imposed. This "clean look" has successfully encouraged young contributors to take extra care with their word-processing, none of which is actually corrected before it goes on display.

Other sections for pupils include a What's On feature, a noticeboard for local messages (where the request for the cow was found), a competitions and puzzles spot, a section for fifth and sixth-year pupils to look at courses on offer from local colleges, a hobbies

In charge of Datum is the system's third manager, Alan Walker, whose aim is to devolve as much of the responsibility for its contents to the pupils themselves. Walker, who is head of computer education at Mill Hill School, Ripley, has already "farmed out" two sections of Datum to two local schools, and he hopes that more will follow their example. Participation is all - for instance, in the games section he has set in motion an adventure simulation called The Tower, in which players have to contribute questions as well as answer them.

Walker has also solved one of the problems about the cost of using the system. The telephone charge for a group of 30 pupils laboriously typing out their contributions "on line", one by one, would be prohibitive. To overcome this, he has created an off-line letter writer which can record, "batch up" and subsequently send 30 pieces of work at one go.

In fact, the cost of setting up the system was surprisingly low. Obviously, the man hours spent devising and programming were expensive, but the capital outlay, including the provision of a Teletext phone line, a modem and one term's subscription to TTNS to over 100 secondary schools (as well as a handful of colleges and other local institutions like TVE1 and

TRIST) was around £26,000. One of the potential of the local database is that it can be used to fund a pilot project for six primary schools. Here, the system is likely to be used more as a curriculum resource than a living medium for teaching about the nature of information technology, as one primary school, Chaddesden Hall in Derby, has already found a particularly unusual use for it. Headmaster C. Butler, covering for a colleague on

outing, found a class coming to him of some topic work on the Royal Table. The teacher had left a message on Merlin on the morning of the Chris Butler spontaneously placed the software centre and asked whether someone wouldn't mind going "in" on line as Merlin for the morning. The subsequent written "conversation" amused and delighted the eight-year-olds involved, and stimulated a lively written work. Subsequently, Merlin became a sort of Oracle for the class on any subject from Rolls Royce engines to local history.

Obviously, the system manager has been keen to hear about the experience of all the primaries in the pilot. Butler is already convinced. "The children can get really involved, and games and simulations for example, users for a purpose, not to learn how it's done," he says. "It'll be just as much use to teachers who can't teach and any 'help' - is there anyone else who can advise me?"

For further information about TTNS contact: Sandra, Dining or Mary Doyle, The Times Network for Schools, PO Box 7, 200 Gypsy Lane, London WC1X 8EZ.

Egg races

More Ideas for Egg Races and other practical problem solving activities. Price £3.95

British Association for the Advancement of Science, Fortress House, 23 Savile Row, London W1X 1AB.

Science can easily be seen as a dry, uninteresting area of the school curriculum, yet there is a great need to attract the best brains into science, technology and engineering. Practical problem-solving activities are one way of achieving this, by giving pupils a feel for the fun and excitement of practical technology. The book under review provides 61 fully-detailed ideas for problem-solving sessions or competitions, plus a further 39 brief "last

thinker" problems.

The introduction gives notes on the educational importance of problems and discusses approaches to solving them. Some of the difficulties of a team approach are also covered. It then goes on to give a detailed checklist of points which a competition organizer should bear in mind. Viewers of BBC Television's Great Egg Races programmes will be reminded here of the multitude of small factors which go to make up a smooth-running event, such as advertising, hire of halls, rules, judges, spectator accommodation, adjudication time, etc. If not put off by these, the organizer of a similar event can choose or adapt one of the wide range of problems that make up the bulk of the book.

The problems given cover a number of familiar "Egg Race" areas, such as vehicle construction, target problems, airborne machines, bridge building, sorting, dispensing, weighing and supporting devices. Each has a clear set of rules and conditions, details of equipment needed and indications of how it should be judged. Suggested prizes range from primary school level to sixth form and the problems have all been used at competitive or science fairs. It is interesting to see in which local education authorities such events are organized.

As a way of attracting pupils to science and technology, problems of this type could do much for physics and engineering. One or two long-term ones relate to biology, but nothing specifically requires the use of either chemistry or mathematics. Perhaps it is time that teachers in these subjects started thinking along the same lines.

Alan Vincent

notes

WARTIME RECORD

A new two-hour BBC record of wartime broadcasts, compiled by the BBC's Sound Archives, includes the voice of King George VI, as well as Churchill, Roosevelt, Hitler and Montgomery. Inevitably it moves from highlight to highlight, but almost all the main events

are included, such as Chamberlain's declaration of war, his replacement by Churchill, the Battle of Britain, the blitz, Dunkirk, Pearl Harbour, Stalingrad, the bombing of Berlin, El Alamein, D-Day and Armistice. In the form of speeches, news bulletins and eye witness accounts.

The Second World War is issued by BBC Records on LP or cassette and is available from record shops, price £5.

GEOLIFE SLIDE PACKS

New packs of slides and teachers' notes are now available from Mary Glasgow Publications, for linking to "Geolife", their

information service for geography teachers. The "Slidepack" can either give illustrative support to some of the information modules or be used on its own. Each one contains six 35mm colour slides on a particular topic and background information to the pictures. The 1984/85 series covers Water Supplies and Sanitation in the Third World, UK Fisheries - Resource Management, Redevelopment Schemes in the Inner Cities, and the Rhine-Meuse Danube Waterway. Price £18.90 + VAT from MGP, 140 Kensington Church St, London W8 4BN.

Educational Supplement

FRIDAY FEBRUARY 7 1986 NUMBER 3632

FIRST PUBLISHED 1910 PRICE 55p

Union anger over secret pay bonus to fill post at school for maladjusted

New head to get £5,000 annual bonus

by Geraldine Hackett

A local education authority has voted in private to pay the newly appointed head of one of its schools £5,000 on top of the usual Burnham rate because of difficulties in filling the post.

Carbridge school, which caters for 24 maladjusted children in Labour-controlled Knowsley on the outskirts of Liverpool, has been without a head for 18 months.

The job has been difficult to fill, largely because the former headmaster resigned while the school was being investigated by the local education authority. The job was advertised nationally twice before the prospective new headteacher agreed to take the job.

According to a confidential report, the appointment was accepted subject to the conditions of an additional payment of £5,000 a year for 11 years, £300 removal expenses and £100 travel expenses.

Teachers and heads are now complaining that the job was not advertised as having an extra payment. Mr Jeffrey Martin, the National Association of Head Teachers representative in Knowsley, said he found the amount of extra pay proposed "incredible".

"It is entirely legal to pay extra, but if the local education authority has this sort of money, we want to re-negotiate fresh terms."

"Heads of other schools for maladjusted children are not happy about this," he added.

The local branch of the National Association of Schoolmasters/Union of Women Teachers wants to see extra payments made to the acting head of Carbridge. Mrs Jackie Riley, the NAS/UNT secretary said: "The school has been understaffed and the acting head has been running the school for 18 months. If the school is thought to be difficult, there should be recognition of the work of the acting head and back pay agreed."

"If this sort of money is available we would be interested in similar payments for teachers in similar schools," she added. "Here we are agonising over a pay rise of 6.9 per cent, end-weighted to 8.5 per cent, and this head gets an effective 40 per cent rise."

The education authority was not prepared to comment on a confidential decision taken by members of the education committee, but did confirm that a new school head had been appointed pending agreement on an extra payment of £5,000 a year. It added the post had been "very difficult" to fill. Mr David Hart, general secretary of the NAHT, said heads of other special schools were concerned that such an extra payment was being considered.



Living history: The death and funeral of Katherine of Aragon, the first wife of Henry VIII, 450 years ago, was commemorated by pupils from The King's School, St John Fisher School, both in Peterborough, Kimbolton School and the Colegio Espanol, the Spanish school in London. They spent two days retracing her last journey from Kimbolton Castle where she died, to Peterborough, where she was buried.

Personal bias

Teachers should be ready to acknowledge personal bias when they tackle politically controversial issues in the classroom, a draft statement issued by Sir Keith Joseph says.

They should always make it clear that, on matters of opinion, views other than their own may be legitimately held, it adds firmly.

The statement, which has sent for comment to the local authority associations, teacher unions and Church bodies, stresses that schools and colleges should "promote the attitudes, knowledge and skills necessary for the preservation of our society's fundamental values".

Burn-out threat to psychologists

by Howard Sharron

Many educational psychologists are suffering stress and "burn-out" from increased pressures arising from the 1981 Education Act.

Over 50 per cent of principal psychologists who responded to a survey on the effects of the Act - which requires children with special needs to be assessed by a psychologist - said their staff were "enormously" or "significantly" subject to "personal stress or burn-out".

The survey by the National Association of Principal Educational Psychologists, finds that a further 40 per cent suffered "quite a lot" of stress.

Most authorities reported growing pressures and waiting lists of children to be assessed.

Chief psychologist of Birmingham, I.e.a., Lea Pearson, who compiled the survey findings, said: "It is almost a universally reported phenomenon that psychologists are coming under great stress. This is not showing itself in sudden nervous breakdowns."

"But some principal psychologists are reporting a great increase in the amount of time their staff are having off work."

The survey shows that demand for educational psychologists is now far outstripping supply. In the second half of 1984 the 114 new posts, in 60 of the 104 authorities which responded to the survey, exceeded the number of psychologists trained in a year.

Another disturbing finding is the large number of authorities which refused to help parents seeking a second opinion.

Under the Act, parents are given the right to appeal against an authority's assessment of their children's special needs. This might require a second opinion yet over half the services questioned said their staff were not allowed to offer parents outside their area this service.

Despite the 1981 Act stressing that parents of children with special needs should be given access to information about their children, the survey shows that two-thirds of the psychological services did not allow parents access to files and did not intend to do so in the future.

A further major trend identified is the increasing involvement of psychologists in curriculum development and teacher training for children with special needs.

Late publication

We apologise for the late publication of last week's edition of *The Times Educational Supplement* and for uneven distribution with limited availability in London and in some other parts of the country. Every effort is being made to overcome the distribution difficulties, but we regret that there will still be a shortage of copies in central London.

'Postpone GCSE' call considered

by TES reporters

Local authority leaders are considering calling on the Government to delay the GCSE by two years, following this week's pledge by teaching unions to continue a policy of non-cooperation with the new examination.

Privately, leading I.e.a. politicians are expressing surprise and anger at the move. But with plans for a settlement of the pay dispute at a delicate stage, they were unwilling to condemn the teachers out of hand.

A motion adopted in November by education authorities in the Association of Metropolitan Authorities, calling on the Government to put the exam back by two years, has been passed to the chairman, Mrs Nicky Harrison, and senior colleagues, for action. Courses leading to the new exam are due to start in September.

The Association of County Councils, representing shire county I.e.a.s., will consider similar calls for a postponement when it meets in two weeks time. A spokesman for the ACC said: "Authorities will be deeply concerned about the future of this important reform."

The new threat comes as I.e.a.s. are

meeting the exam's demand for more practically-based learning.

One outer London borough had estimated it needs £20,000 per school to bring craft, design and technology workshops up to date. Alternatives to workshops and laboratories will cost £500,000, says a West Midlands I.e.a., while Tyne and Wear reckons on £250,000 to improve practical accommodation over the next two years.

The joint statement by the two biggest teaching unions, the NAS/UNT and the NUT calls on members to continue sanctions against preparations for the exam.

Mr Nigel de Cruchy, NAS/UNT assistant general secretary, said: "We are calling on members to work normally, but there is no way you could describe all the extra work involved in the GCSE as normal."

beginning to reel at the cost of implementing the GCSE.

According to preliminary results from an AMA survey - due to be published in April - even small authorities expect to spend large sums equipping laboratories and workshops to

THIS WEEK

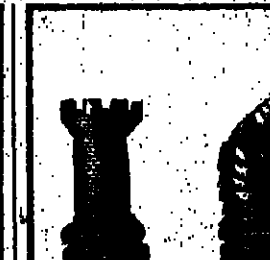
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GCSE: How schools are coping. page 5.



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Learning from the market

There is strong anecdotal evidence that more teachers are getting out of teaching and taking better paid, less stressful jobs in other walks of life. Hard statistics, however, are not easy to obtain. When *The TES* tried to collect some, we ran up against the primitive nature of i.e.a. personnel management.

However much i.e.a.s would have liked to help, few of them knew how many teachers had left in any given period for reasons other than promotion or retirement, and few of them had the kind of age-breakdown which would enable them to know if a disproportionate number of young teachers were coping out.

The wastage figures – for early resignations of the kind which might follow from general dissatisfaction would come within this inelegant description of "wastage" – continue to attract attention. In next week's *TES*, David McNamara contributes a thoughtful analysis of changes in the balance of the teaching profession, which charts the sharp fall in the inflow of newly qualified men teachers over the 10 years from 1974 to 1984, while wastage has remained more or less constant.

And this week, there is a report from the Secondary Heads' Association on "loss and recruitment of teaching staff", which focuses on early retirement and the evidence that teacher training is not getting its fair share of pupils of above-average ability.

It has to be said at the outset that the SHA figures are no more than suggestive. The response to the circular sent out on SHA's behalf by the association's professional committee was poor – only 831 out of a possible 3,000 – and there is no way of knowing whether wastage of some 1,481 was high or low. The



figure includes teachers in their fifties who took early retirement and others who left school teaching to do other educational work such as teaching in an FE college. So the net wastage figure, measuring what may be called the index of dissatisfaction, is rather lower.

What does emerge is that 70 per cent of the leavers held Scale 1 or Scale 2 posts and 35 per cent taught maths and/or science. There is no sign of a haemorrhage but, equally, it is clear that there are

some schools where there have been spectacular departures.

Bearing in mind the cumulative effect of the pay dispute, there is certainly nothing to be complacent about in these 1985 figures which are more likely to understate than overstate the seriousness of the situation in 1986. The long-term outlook implied by the figures for sixth-formers contemplating teacher training is gloomy indeed. Schools report declining numbers and quality, especially in maths and science – a progressive deterioration which makes nonsense of the Government's higher education plans.

The NAS/UTW annual report, published last week, offered another line in inconclusive but probably indicative statistics – a 12 per cent increase in members of the association going to work abroad, and an 18 per cent increase in the number giving up teaching for industry.

None of this evidence is clear-cut or knock-down, and it is easy for Sir Keith and his officials to point out its limitations. But it is of the nature of the relevant statistics that they are always late and can always be contested. What is incontestable is that if teachers' salaries have got out of phase with those in occupations to which teachers can easily be recruited, then by the time this shows up in the published figures it may already be quite late in the day.

No manner of salary restructuring and targeted bonus payments will make good a general failure to compete in the market place or a generalized loss of status and expectation. This is where a stitch in time could have saved nine, but the Government, having prevented the employers from getting out their needle and thread for so long, may now find they have an embarrassingly long seam to sew.

COMMENT

Time for a change?

Mr Giles Radice told Sir Keith Joseph at Question Time on Monday that his decision not to stand again in his Leeds constituency has turned him into a lame duck.

Why this should be so is not clear: a president of the United States becomes a lame duck when the prospect of his early retirement diminishes the power of his patronage. There is no reason why Sir Keith should suffer in this way more than any other minister. After all, no minister's departmental patronage can be expected to extend beyond a General Election.

There are other reasons, however, for wondering how much longer Sir Keith will continue as Secretary of State: already he has the distinction of being the holder of his office who has done the longest continuous stint (page 8).

Only Sir David Eccles (as he then was), who had two spells at the education ministry, has served a longer sentence. Sir Keith's abrasive style and forceful use of hitherto undiscovered DES powers have proved unpopular with the teachers and the local authorities, but in return for this unpopularity he has delivered to Mrs Thatcher the shake-up of the education service which she demanded, and (for good or ill) the result is the major re-organization of the secondary school curriculum and examinations now under way.

The Secretary of State who is most successful in stirring things up, is not necessarily the one to settle things down and carry the reform package through. Sir Keith's own reforms now hinge on getting the co-operation of the teachers and the authorities, but even his most devoted admirer (who must wait some time) would recognize that he is the last person in the world to do this. Witness the graceless manner he gave to the A-level plan, and the political pundits

that Sir Keith is secure in his job for as long as he wants it because Mrs Thatcher is loyal to him and he provides loyal support for her in Cabinet. While he is at the centre of a corrosive pay dispute with the teachers, there is no chance that he will be replaced. But if the A-level agreement is ratified and an interlude of peace breaks out, a new situation will arise and there will be a few months in which the DES could be given a new look before the storm clouds gather again.

A new face at the DES would not necessarily change policy or increase resources or do anything to alter the fundamentals. But even to make a success of the policies which Sir Keith has begun, Mrs Thatcher urgently needs a Secretary of State who can bring a greater warmth and inspiration to their presentation. The time is approaching when, in the immortal phrase, she should put her hand on Sir Keith's shoulder and say: "Enough is enough".

Limping up to take-off

The most likely outcome of the limping run-up to the GCSE launch must still be that it will take off, albeit on the wrong foot. Politically, and probably administratively, it has been somewhat pushed past the point of no return, in spite of the clamour of cries to abort.

That is not to say that the many voices claiming that the countdown has gone wrong are exaggerating. Most of them, like Peter Weston in his cool analysis of facts and timetables in last week's *TES*, have plenty of reason on their side.

Mr Weston picked out two major factors that had made tight deadlines too tight for comfort: the late arrival of draft syllabuses and the teacher union industrial action. Now he suggests that the original action plan, designed to bring the schools to the point where they could start teaching, courses in September, can only be telescoped with the co-operation of the teaching

force. And all the evidence says that the necessary co-operation and goodwill is still missing, and likely to remain so during these crucial weeks of preparation time.

This week the NUT and NAS/UTW put out a joint announcement that they will continue sanctions against the GCSE whether or not the settlement of the 1985 pay claim is confirmed. Meanwhile, the Association of Metropolitan Authorities was publishing the results of a survey proving that they couldn't afford the new exam, while both the heads' associations continued to plead for it to be postponed, or at least for a few days' dispensation at the end of the summer term for a last attempt to catch the in-service cascade before it ebbs away.

It would be rash to expect any hasty national decision to shorten the summer term, and in any case a few days' in-service is not going to answer all the difficulties now being encountered in the schools, however well disposed. Short both on syllabuses and goodwill, it is hard to plan ahead on curriculum or its staffing implications, to order textbooks or advise pupils and parents about options. And however much some of this might look like special pleading by the unions, Susanah Kirkman's report on page 5 on how one Oxfordshire school is coping with the run-up reveals experiences and attitudes that are likely to be widely shared across the country by those most dedicated to the exam's success.

More cool professional assessments are to be found in the reviews of the first of the subject guides on page 30, which bring home especially the shift in teaching styles which is called for.

The subject guides, of course, which came out along with the training videos to be used in conjunction with locally organized phase two courses, are a reminder that at least the Secondary Examinations Council is on schedule.

So, however uneven the take-up by subject specialists at this stage (and the signs are that it is very patchy), the Department of Education and Science is able to cling on to the hope that it will be good enough to get by, and that success or failure will not have to be faced up to until the word has to be disseminated more widely in the schools in the summer term.

There can be little doubt that the cascade will dry to a trickle by then. Not much doubt either that the Education Secretary will expect the schools to go ahead with the GCSE the best way they can, even if for the first year or two it is a new exam in name only, with little to show in the way of new assessment techniques or teaching or learning styles.

What is abundantly clear is that the situation is extremely serious. Its consequences extend to every family with children entering the exam zone. Teachers and their employers can quarrel about their contract but what parents are worried about is the unwritten contract which links the teachers and the pupils in a joint contest with the examiners. If teachers break that contract, they're in trouble.

Many people will find difficulty in reconciling the NAS/UTW decision to continue to boycott the GCSE with the clause in the provisional A-level agreement that it is now too late to make a success of the GCSE for 1988 and that the boycott is just a realistic acceptance of this fact. The evidence does not support this claim, given the goodwill which might be expected from a full return to normal duties.

The A-level agreement can clearly not be taken for granted. Not only will Fred Smith have his work cut out to get the NAS/UTW to ratify, but if the promise of a return to normal duties turns out to be false, the deal will be seen as having nothing to offer the authorities.

Management of independent schools: finance, creation, change, including fund-raising, management styles, staff appraisal, motivation of staff and pupils, monitoring management performance. Brighton Polytechnic school management short course 1986.

no comment

Conrad Russell is Astor Professor of British History at University College London.

Second opinion

Why history must be about the past

A history curriculum designed to concentrate on contemporary areas sounds a little like a contradiction in terms, and I was taken aback to discover that the Historical Association, of which I am a member, contemplating such a thing. Purely contemporary events in a history context is, no doubt, a thoroughly useful exercise, but it is one which misses the special virtue of a history education.

The justification of history is a little like the justification of foreign travel. Until experience teaches us otherwise, we suppose that our way of doing things, whether it be driving on the left or enjoying Parliamentary government, is the only way of doing the Foreign Travel, by forcing us to consider other ways of doing things, as an intellectual perspective, and therefore a better understanding of the way things are done here. If the argument holds as a justification for overcoming restrictions of place, it serves also as a justification for overcoming limits of time. Twentieth-century ways of thinking are not the only ones which have ever existed.

John Stuart Mill was quite right: the someone who has never seen outside his own belief will hold it "as a dogma and not as a living truth". One of the functions of history is to us a way outside our own framework of ideas, and thereby to make us understand those ideas rather better. The function cannot adequately be charged unless we look outside our immediate chronological horizon.

To take two examples, we have to living in a democratic and secular society. To realize this is not the sort of society which has ever existed, it is necessary, at some stage, to encounter the values of a society which was hierarchical and religious. Unless we can understand why, for much of English history, "democracy" and "toleration" have been dirty words, we will have no perspective on our own beliefs. School history, no doubt, has a limited scope for getting people to understand alien ways of thought, though with a good school library and syllabus like that of the School Council project, a greater intellectual challenge is possible than is sometimes thought. At least, though, schools can give notice to their pupils that society with such alien values have existed. Once this is absorbed, such phenomena as the Rev Ian Paisley suddenly appear more comprehensible.

This will not be done by sticking to kings and bishops (though it will not be done by leaving them out either), and it will not be done by ignoring the industrial society. Since, in a country so diverse as modern Britain is becoming, we will spend much of our lives trying to understand unfamiliar cultures, our schools should give us a chance to get into practice. Granted this, we may find that the decline of history, like the death of Mark Twain, has been grossly exaggerated. Does an ordinary day's attendance at the Tower of St Paul's or the Museum of London really suggest that people are ready to be isolated from so large a section of their own past? If entertainment and television see no need to relate themselves to the contemporary world, why should we accept restrictions for which they patently feel no need?

Conrad Russell

Exodus is 'near fatal' as morale hits new low

by Geraldine Hackett

Teachers are leaving in droves, fed up with pay and disillusioned with conditions, says the Secondary Heads' Association, which has members in some 4,000 schools.

The association maintains that its latest survey, which shows 1,500 teachers leaving for other jobs over 15 months, amounts to a "near-fatal haemorrhage".

And while the overall wastage rate, based on a 20 per cent sample of schools, is not higher than official estimates for earlier years, SHA says morale in schools is low and for every teacher leaving to take up another job, there are half a dozen hoping to follow suit.

Headteachers in 831 of the 3,000 schools contacted replied to the questionnaire, often adding their own comments. One said: "Morale of staff is at its lowest point ever. Undoubtedly, if there were opportunities available many more would have left the profession."

Of those who have left teaching, the largest number are now self-employed and the majority of the remainder have taken jobs in industry and commerce and higher education.

Maths and science departments have been hardest hit. The survey

found that approximately 35 per cent of the teachers who had left had worked in these areas. About 30 per cent of the teachers leaving taught English, humanities or languages.

Teachers are leaving because their pay is low, says SHA's president, Mr Rowland Brown, who is head of the Royal Grammar School in High Wycombe, Buckinghamshire. But teachers are also unhappy at having to work in third-rate buildings and at the low esteem in which they are held by the public.

"And there is no doubt that children are less governable than they were 15 years ago," added Mr Peter Snape, SHA's general secretary.

The figures show that 70 per cent of the departing teachers are on Scales 1 and 2, and SHA fears that there will be problems staffing schools.

The position is unlikely to improve in the near future either, for the survey indicated that few sixth-formers intend to go on to teaching.

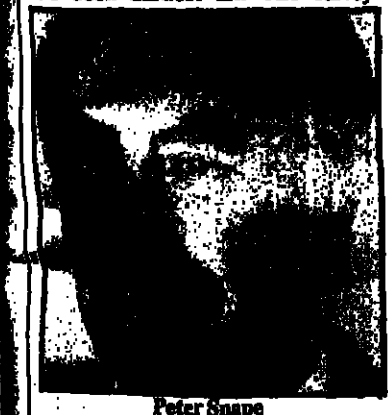
The number of student teachers starting BED courses fell from 1,105 in 1983 to 893 in 1985 and the total intending to take post-graduate teaching courses fell from 249 in 1983 to 192 in 1985.

One head commented: "Teaching just does not enter the reckoning of our pupils. We have had only one enquiry over the past four years. I am mortified that there are so few."

Another said: "There is virtually no interest in teaching among the more able science students."

SHA wants to see a salary policy with an emphasis on a proper career structure and a definition of teachers' tasks in order to avoid further disruption in schools.

"We believe this situation must be tackled as a matter of extreme national urgency. Future generations of secondary school children may be tragically affected, and with them the economic health of the whole country," said Mr Snape.



Peter Snape

Discrimination victim wins £300 award

An East London science teacher who claimed that she was racially discriminated against when she applied for promotion has been awarded £300 compensation by an Industrial Tribunal.

The tribunal also took the unusual step of proposing that Mrs Shukla Sharma of Stepney Green School should be promoted to the Scale 2 post, which had since become vacant. A recommendation which has been carried out.

Mrs Sharma applied for the post internally in December 1983, but it was awarded to a less well qualified, white woman colleague.

The tribunal found that Mr John Taylor, the head, had set up unusual procedures to make the appointment. The normal practice was for the head and two school governors to decide. In this case, Mr Taylor and the chairman of the governors decided that the candidate should be interviewed at a full governors' meeting.

In the normal course of events Mrs Sharma was entitled to expect that she would be appointed to the Scale 2 post according to her length of service and experience by Mr Taylor in conjunction with the two school governors.

ILEA officials accept budget 'impossibility'

by Mike Durham

The country's largest education authority this week received the full support of its officers for a warning that it would be impossible to set a budget within Government guidelines for next year.

The Inner London Education Authority's warning – believed to be the first given with officers' backing – was coupled with threats that Government targets meant 1,600 teachers' jobs would be lost. The authority is under a legal obligation to set a budget by March 10.

The Department of Education and Science announced last week a maximum precept level for the rate-capped ILEA next year of 77.25p in the pound – equivalent to spending of £88.4 million.

But this week Mrs Frances Morrell, Labour ILEA leader, said the authority amounted to a cut in real terms of £55 million in the authority's spending. The ILEA says it needs to spend between £99.5 million and £112.5 million next year.

Mrs Morrell said three things prevented the authority from setting a budget – the £55 million cut, the Government's built-in ceiling of 3 per cent for pay and price increases, and the assumption that it would work on a fullback of zero reserves.

Time runs out for the macho male

by Hilary Wilce

A boys' comprehensive school which is working to develop pupils' caring and expressive qualities was commended at an awards ceremony in London last week.

Rushden Boys' School, in Northamptonshire, has introduced dance, cookery and aspects of personal development into the curriculum to encourage boys to develop qualities which are more often associated with girls.

It was one of 21 schools and training groups to be given awards or commendations by the Fawcett Society for promoting equal opportunities.

The head, Mr David Middlewood, said he had been struck by the "male bastion approach" in the school when he moved there six years ago from a coeducational school.

He quickly got rid of the "Brylcreem-sodden chairs" of the staffroom, making it a more mixed and friendly meeting place, and ensured that ancillary workers were given the respect they deserved.

He scrounged cookers in order to introduce cookery lessons, and brought in a compulsory personal and social development course. The course

includes health and sex education, marriage, family finance, and sex discrimination in work and pay structures.

"One of our most successful sessions was when a very brave 18-year-old girl came along to give a talk on 'Why I don't like smelly boys' to a group of 16-year-olds," Mr Middlewood said.

He told a conference organized by the Fawcett Society: "We are not going to further the cause of women until we start to change the attitudes of men."

Speaking later he said the school was planning to introduce a course in home and family studies, including child-care, from next September, at the lower end of the school.

An advisory dance teacher comes to the school to run dance workouts for 11- and 12-year-olds, and next term a group from the London Contemporary Dance Company will be taking up a residency at the school. "I think they see it as an interesting challenge to work in an all-boys' school," Mr Middlewood said.

Many of the things done in school were not, in themselves, particularly original, he pointed out, but what was of interest was "the particular bias that

is necessary in a single-sex school".

The other prize-winning schools included Southgate School, Enfield, which has introduced work on equal opportunities into a foundation studies course, and Moreton School, in Wolverhampton, which has set up a girls' committee to deal with students' practical problems and to help raise girls' confidence.

Ms Angela Hannan, the deputy head, said that the girls had many complaints about the behaviour of boys in class, and in the corridors and playgrounds. "The message we're giving to girls is that school is a boys' world, and girls are not going to get very far in it," she told the conference.

The awards were presented by Ms Brenda Dean, general secretary of the print workers' union, Sogat '82, who said that people who worked together for greater equality between the sexes were often able to transcend political and other differences.

"It was important to look at progress in the field, she said, because there was a danger in constantly complaining about inequalities. However, she admitted that her own industry had always been backward in allowing women opportunities.



Boys at Rushden School are encouraged to take cookery

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Martin Rogers on why the opportunity and need for a national parents' movement has never been greater

Giving the parents a voice

In her recent report on "New actors in the long-running Burnham drama" (TES January 24), Geraldine Hackett looked at the All London Parents Action Group (ALPAG).

There was a reference to a meeting in Greenwich called by the Parents Consultative Committee (PCC) - a body (perhaps, so far, peculiar to the ILEA) composed of the local, elected parent-governors.

Both ALPAG and the PCCs have been running London-wide campaigns about the teachers' dispute, each initially unaware of the other.

Both are parent bodies, and, as Ms Hackett points out: "The interest in the absence of any national parents' movement, as from anything, is from the differences between the two groups, and their two campaigns, that the issue of the nature of the parent voice arises."

The PCCs (one for each of the 11 ILEA divisions and one for the boarding special schools, with a central committee of the 11 chairs plus members of the authority) are the ILEA's permanent and democratic (through the election of parent-governors) parent representative - and consultative - bodies. They meet regularly to discuss the full range of education issues, and form a communication link between the authority in County Hall and the parents in the schools.

The value of the PCCs lies in the success with which they effect this communication, both "upwards" (to the authority) and "downwards" (to

the parent body). The reality is that in the former they are extremely successful (and therefore valuable), while in the latter the picture is very mixed: communication between parent-governors and the parent body varies enormously from one school to another, but is broadly a reflection of the degree of parental involvement in education in general, and in individual schools in particular. Overall, such involvement - and therefore the opportunity for effective communication - remains very inadequate, and the value of the PCCs is limited by this.

Confronted by a crisis of the magnitude of the teachers' dispute, parents become more than usually concerned about education - and more than usually prepared to demonstrate that concern by actually doing something.

So, up pops ALPAG: a campaigning group which takes a particular line and invites those who support it to join them. However, as Clementine Watts says: "Parents opposed to the teachers' action haven't joined... because the group advertised from the start that it was behind the teachers."

Despite this, a great many do join - although not, perhaps, the number that one might have hoped. And the reason for the short-fall is certainly not that those who didn't rush to join all oppose the teachers' action; it is that ALPAG, too, has to overcome the same inertia that faces the PCCs.

The *modus operandi* of the PCCs is very different. Our involvement with the dispute began last February with meetings between the chairs of the

PCCs and London leaders of the teachers' associations, which led to a (fruitless) joint meeting with Sir Keith Joseph in May. Summer holidays, the fluid nature of developments on the dispute and the annual elections of the PCC chairs all contributed to a period (with hindsight, unbearably long) of inactivity which ended with our decision to launch a co-ordinated campaign from the start of this term.

The nature of the campaign, and the wording of the petition upon which it was based, were very carefully considered - for, as a representative (rather than campaigning) body, we felt constrained to adopt a position that allowed

all parents would feel able to support. With regret, we accepted (and explained to teachers' representatives) that this prevented us from taking an explicitly pro-teacher line, although the campaign certainly contained implicit support for their cause.

It is some measure of the "correctness" of our line that it was criticized both for its lack of explicit support and for the implicit support it demonstrated - but even most of the critics joined the vast majority of parents the petition has reached in signing it!

This difference between a representative body and a campaigning one is important, inevitable - and entirely healthy; there is not only room for both, but a need for both - at least until the (unlikely) day that parents are

united in their views on education. In her final paragraph, Ms Hackett would seem to think the common-sense view over the children's education during the pay dispute will translate into a more far-reaching movement. The answer, surely, is that it must; but it will take some time. The fact is that in education - as in most aspects of life - people (parent or teacher) are simply not accustomed to having an active, informed, responsible and truly influential role. They have rarely been offered it, so when the offer is made it requires a great deal of nurturing to achieve a successful take-up.

The opportunity, and need, for making that offer and establishing an effective parents' movement have never been greater than they are right now. At first there are elected parent-governors in (state) schools throughout the country. Education authorities could easily - and cheaply - adopt a structure like the ILEA's PCCs; the DES could easily - and cheaply - provide the means to link them.

Thus, within a very short time (for everything is in place, if it will exist to do it) we could have a democratic, national parent representative body.

This body should, of course, be given a responsible and truly influential role. It should be represented locally on education committees and nationally on a range of bodies - most pertinently on the present situation, on whatever body emerges to replace the Burehau Committee.

If this were to become the case, parents would certainly rise to the

challenge. But it is not only parents who are under-represented in education. Teachers, too, are under-represented. The DES could easily - and cheaply - provide the means to link them.

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How are schools coping with preparations for the GCSE? In the first of a two-part series, Susannah Kirkman visits Wallingford School in Oxfordshire to find out.

Lining up late for the 16-plus start

"It's like trying to run a marathon in sprint time," is how Wallingford School's director of studies, Mr Patrick Sanders, describes the race to prepare for the GCSE.

The school, near Didcot in Oxfordshire, has not been badly affected by the teachers' dispute; staff put on a production of *The Boyfriend* last term and few classes have been sent home. Yet headmaster, Mr David Kershaw, still feels the new exam should be postponed for a year.

Even without the pay dispute, the timetable for the GCSE would still have been impossibly tight, Mr Kershaw argues. Teachers at Wallingford have no experience of joint GCE/GCSE exams, the precursors of GCSE, and the school normally allows a year to plan the introduction of a new syllabus. This year it will have three months, including the summer holidays. The final date for publishing GCSE syllabuses is not until May.

Apart from choosing syllabuses, teachers have to look at specimen papers, order new books and equipment, bring their teaching skills up to date, advise parents and pupils about the changes and devise teaching schemes to put flesh on syllabuses.

In the past, new syllabuses have always been introduced alongside the old ones, which are then phased out.

The year staff are having to make all their preparations without knowing what the syllabuses will be. When *The TES* visited the school two weeks ago, teachers had only seen one syllabus, geography, which had been accepted by the Secondary Examinations Council. Many others are only in draft form.

In some subjects, staff recognize that there may be few significant changes between draft and final syllabuses, but they have not yet seen even draft syllabuses for Nuffield chemistry and physics and English literature.

"There is no way I can tell parents what will happen in the literature course. Pupils will just have to choose English literature blind," said Mr Eric

in spite of Sir Keith Joseph's attempt to allow freedom for market forces - by insisting that schools should be free to choose syllabuses from any examining group - in practice, teachers at Wallingford feel pressured to use courses from the Southern Examinating Group, whether they like them or not.

Many teachers have not seen any syllabuses from other groups, as most groups seem to be concentrating their efforts on sending out draft syllabuses to schools within their areas.

Head of humanities, Mr Roger Chapman, prefers the Midland Examining Group's geography syllabus to the SEG's, which is more traditional than his department's usual approach.

Manual worker: CDT head, Chris Genge, clutches the training books. However, as 50 per cent of the MEG course will be internally assessed and moderation arrangements are unclear, he has reluctantly opted for the SEG syllabus.

Mr Chapman believes that schools far away from the examining group of their choice will have to band together in consortia to make moderation feasible. In the present climate, he explained, few teachers have the time or the inclination to work out their own consortium arrangements.

Training for the GCSE could prove another pitfall for Wallingford School. All but four department heads have agreed to attend Phase 2 training for "subject leaders" but doubt if two days will be long enough to teach them about new teaching methods needed for the GCSE. They are also doubtful if they will have enough time to pass the information on to colleagues in Phase 4 of the "cascade" training programme.

"I cannot imagine industry implementing radical changes without proper in-service training," comments Mr Bruce Grainger, head of computer studies.

Language teachers will need to learn to compile profiles of pupils' performance to help them choose which level of the GCSE exam to take. Pupils need to know whether to aim for papers carrying the top three grades, or to take papers which only entitle candidates to one of the bottom four grades. Language staff at Wallingford have no experience of profiling at all, and head of department, Mr Roger van Schaick, thinks two days' training could be spent on that alone. Yet they also need advice on organizing complicated assessment procedures, and on working with more authentic listening and reading material.

In a letter to Sir Wilfrid Cockcroft, SEC chairman, Sir Keith Joseph said:



In the van: this third year maths class at Wallingford will be one of the first affected by the new exam.

he was "sad to note" that Phase 2 training could not be longer than two or two and a half days. If Sir Keith feels the training is too short, Mr Kershaw argues: "We are left to conclude that either teachers will be inadequately prepared, or that they will be prepared only if they put in extra time themselves, an unlikely alternative in the circumstances."

Staff felt the Open University training manuals were too vague and idealized, although they recognized the manuals had to be written long before draft syllabuses were ready. But a home economics teacher thought they provided a clear focus on new teaching methods, "... when you're in a fog about the draft syllabuses."

Staff are impatient to get on with specific training on syllabuses - Phase 4 - so that they can approach the new GCSE courses with more confidence. They are concerned that most examining groups will not start the Phase 4 programme until September at the earliest - when staff begin teaching the syllabuses.

Resources are another worry. Mr Chris Genge, head of craft, design and technology, welcomes the creative slant of the new CDT course, but does not know how his department will pay for materials used. The present course

is partly financed from the sale of finished objects; in the more experimental GCSE course, many articles will only be half-finished.

The GCSE art syllabus calls for greater specialism in several areas, including graphics. "Where is the £2000 to £3000 to equip a graphics room to come from?" asks Miss Barbara Thomsett, head of art.

All the staff are enthusiastic about the GCSE in principle, seeing it as a chance to end invidious distinctions between GCE and CSE pupils. Others also welcome its attempt to reflect much of the good curriculum practice which is already going on in schools. "Many of the GCSE's objectives are very good and most people feel they would like to do the job properly," explained Mr Grainger.

"Some of us have looked forward to this for years," claimed Mr Sanders. However, teachers are angry and

frustrated that their pupils could be disadvantaged by the new exam's over-hasty introduction.

"We'll be learning from our mistakes as we go along because of this indecent haste," complained Mr Peyton. "For us, it's a dummy run, a rehearsal. For our pupils it's the real thing."

Mr Kershaw fears that the examining groups will be forced to introduce a pale version of the GCE for everyone in September, as the GCSE will not be ready.

He is convinced that the GCSE has become a political football: the Secretary of State is unable to postpone it because the teaching unions would "glory at the egg on Sir Keith's face". Headteachers are reluctant to point out the problems of the GCSE because they are afraid their comments will be seen simply as criticism of the Government, Mr Kershaw says.

At first, Mr Kershaw thought the GCSE deadline would go away. "I believed that education, not politics, would be the overriding factor, and that Sir Keith would have to postpone it."

Labour guide for governors to combat sex discrimination

by Hilary Wilce

A pack to help school governors press for equal opportunities between boys and girls in schools was launched this week by Labour Party.

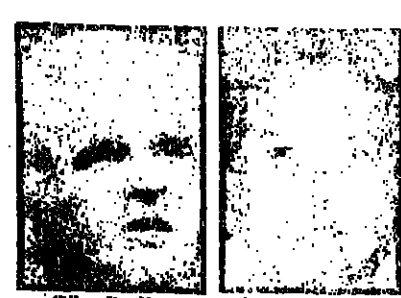
It included guidance on what to look for, how to collect evidence, and ways of planning and monitoring changes. Special sections dealt with pre-schooling, primary schools, secondary schools, special needs and further and higher education.

Two sheets in the pack deal with interviewing and appointment procedures, and another examines the question of option choices.

Mr Giles Radice, shadow education minister, said the pack "offered practical and sensible advice on how to combat sex discrimination in schools".

Miss Jo Richardson, shadow minister on women's rights, said that much discrimination in schools was unwitting and unintended, and the pack addressed itself to these problems. It was designed to be used by teachers as well as governors, and she hoped they would not see it as a criticism but a help.

The pack produced by Labour's Collective on the Education of Women and Girls, suggested that in a school which really practises equal opportuni-



Giles Radice and Jo Richardson

ties there would be fathers and male teachers preparing food and welcoming visitors, while mothers and female teachers made announcements and handled money.

Under the heading "Checking sexism in interviews' assumptions", the pack notes the kind of automatic discrimination that can take place.

For example, a woman candidate has had a career break to have children, a governor might think: "She lacks experience..." has no job continuity... she probably lacks commitment."

But the pack points out: "An old chestnut! Men without career breaks who are fathers have only managed

continuous service by relying on female partners to give up their work to bring up children. Of course, it is relevant and useful experience anyway."

Equal Opportunities for Girls and Boys - what every Labour governor needs to know. Published by the Labour Party, 150 Watford Road, London SE17.

The first-ever conference for school and advisory teachers with responsibility for equal opportunities is to be held at London University in April.

The conference is also for working in the field of pre-in-service training for teachers, whose work involves them in issues of gender.

The conference is being hosted by the new Centre for Research in Education on Gender, set up this year at London University's Institute of Education.

Details of the conference can be obtained from Diana Leonard, at the Centre for Research in Education, Gender, Institute of Education, Bedford Way, London WC1, or Carol Adams, Room 578, Inner London Education Authority, County Hall, London SE1.

Bill 'threat' to school prospectuses

by Biddy Passmore

The Local Government Bill, meant to stop councils using ratepayers' money for party political propaganda, could affect such innocuous items as school prospectuses, the Council for Local Education Authorities has warned.

"This is because the Bill, which received its Second Reading in the Lords on Tuesday, prohibits authorities from publishing material which can be regarded as likely to affect support for a political party."

In a memorandum to members of the Lords, CLEA points out that this

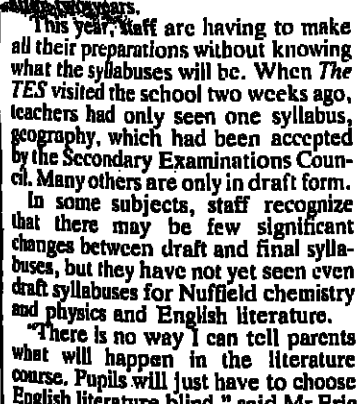
could prevent education authorities from publishing their reasons for closing or reorganizing schools.

"And because the Bill's definition of 'publicity' is drawn so widely - 'any communication in whatever form, addressed to the public at large or to a section of the public' - it says the Bill could affect a whole range of uncontroversial material, such as school and college prospectuses and booklets on school admission arrangements."

"Such material, while giving basic information about the service, inevitably reflects the policies of the majority party of the authority concerned," the council says.

CLEA also expresses concern about the broad definition of the "public" in the Bill, and says that it could include the cost of such items as name boards outside schools.

A letter from a school head to parents, since each item has to be separately accounted for, this could give rise to a major and unnecessary increase in bureaucracy, it says.



David Kershaw, head of Wallingford school.

Pyron, head of English.

The school has been taking Nuffield physics at O level for some years, but Mr John Hodgson, head of physics, believes the GCSE syllabus will be very different, as course content will have to be pruned to allow teachers more time for assessment.

He is sceptical about another new element in the course; the social and scientific applications of physics. "How can a 16-year-old enter into a debate on energy and nuclear power if their physics is not up to it?" he

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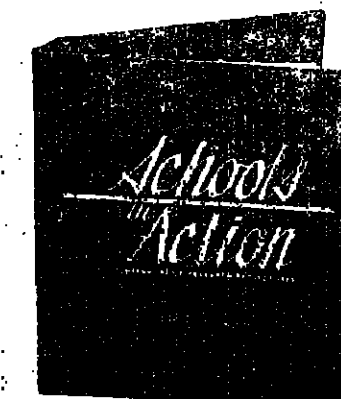
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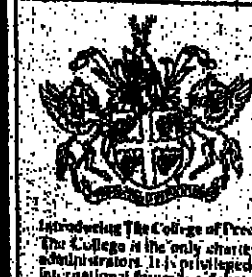
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A free pamphlet outlining the contents of the guide is available; and copies of 'Schools in Action' can be purchased at £9.50 (incl. P&P) from: Clwyd Centre for Educational Technology, County Civic Centre, Mold, Clwyd CH7 1YA. Tel: 0352 55105.



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Mike Durham reports NAS/UWT claims of no consultation by a Labour authority Union 'in dark' over Leeds revamp

Teachers in Leeds have attacked the local education authority for the way it has launched a major tertiary education plan intended to set the pattern for schools until well into the next century.

The proposals, which the L.E.A. says are for "the most innovative system of post-16 education in the country", were unveiled last week at a press conference called by the Labour education chairman, Mr Geoff Driver.

But leaders of the National Association of Schoolmasters/Union of Women Teachers in Leeds say teachers have never been consulted about the educational viability of the scheme, nor has it been publicly discussed by the Labour-controlled city council.

Members of the education committee have not been circulated with papers and one teacher-member of the committee claimed the first he knew of it was from reports in the local press.

The L.E.A.'s *Blueprint for Education*, described as a grassroots reform of schools and colleges in the area, is intended to cope with an estimated fall in pupil numbers from 47,448 to 38,000 by 1991.

The plan calls for the closure of six forms and the creation of six new tertiary education centres, initially capable of providing full- and part-time courses for about 38,000 students.

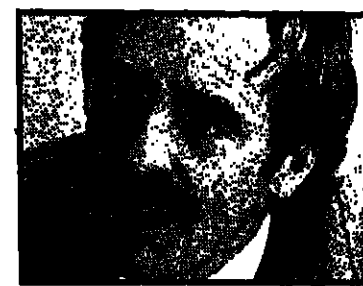
At present, only seven out of the city's 41 sixth forms in maintained schools have more than the recommended minimum of 150 pupils, while only 15 have more than 100 pupils.

In a sweeping reorganization of the entire schools system, the closure of middle and many high schools to create a single transfer age of 11 is proposed. Currently, the Leeds area has three different transfer ages.

Primary schools would be rationalized and children would start school at the age of four - a year earlier than required by law.

Launching the blueprint, Mr Driver said: "It already costs us a crippling £4 million each year to keep spare school places, so there is absolutely no room for manoeuvre unless we accept fundamental change."

The council's Labour group says the blueprint follows public consultation last year. It is to be discussed by the education committee on March 3, and



Geoff Driver

"extensive" further public meetings will take place this summer.

However, teacher associations are unhappy about the blueprint's development and claim it has been "cooked up" behind closed doors.

Mr Chris Allen, Leeds district secretary of the NAS/UWT, claimed the Labour group had deliberately "wound up" a working party set up to study the falling rolls problem, because it was reaching the "wrong" conclusion.

Teacher unions were originally part of the working party, but have since been excluded, Mr Allen alleges. The

teacher-authority joint consultative committee has not met since November because of a disagreement over consultation.

A tentative proposal, *Towards a Tertiary System*, was published by the L.E.A. last March but withdrawn after fierce public opposition.

Mr Allen, a teacher-member of the education committee, said: "All of a sudden, in about October, we became aware that something was going on under the title, 'tertiary task force'. We asked for representation on it, but we didn't get it."

He had received no papers at all as an education committee member. The first he was aware of the detailed proposals was when an article appeared in the *Yorkshire Post*.

Mr Allen said: "We know teachers have a responsibility to carry out the will of elected politicians. But we are very concerned about the way the books are cooked to make sure that any opposition is kept to a minimum."

Mr Driver added: "We are saying to teachers: 'We decide what you are going to do, then we consult with you as to how you are going to do it'."

INSET plan upsets centre leaders

Teachers' centre leaders reacted angrily this week to the suggestion that they may be excluded from any national role when the new arrangements for in-service training are introduced next year.

Although no pronouncement has come from the Department of Education and Science it is understood that the position of teachers' centres was alluded to last week by Mr Michael Tomlinson, staff HMI for in-service, at an Exeter University conference from which the press was excluded.

Mr Tomlinson apparently acknowledged that the centres, now led by their own role within their L.E.A.s but said they had failed to establish a recognizable pattern of provision on a national scale.

Mr John Brand, secretary of the National Council of Teachers' Centre Leaders, said that to deny the centres a vital role in the new scenario would amount to a dangerous dilution of teaching as a profession.

The salary increases

This table shows the increases which will come into effect from April 1 1985 and March 31 1986 if the agreement is ratified in the Durham Primary and Secondary and CLEA/ST Committees.

Scale 1	Scale 2	Scale 3	Scale 4	ST	March 31 1985	April 1 1985	March 31 1986
0					5442	5617	5804
1					5684	5867	6177
2					5893	6086	6384
3					6072	6282	6588
4	0				6252	6464	6783
5	1				6439	6653	7041
6	2				6732	7187	7305
7	3				6975	7455	7689
8	4				7230	7728	7845
9	5				7482	7988	8118
10	6	0			7734	8288	8381
11	7	1			8004	8566	8685
12	8	2			8280	8850	8985
13	9	3			8556	9147	9282
14	10	4			8836	9498	9642
15	11	5	0		9121	9837	9984
16	12	6	1		9397	10280	10413
17	13	7	2	0	9675	10599	10758
18	14	8	3	1	10237	10996	11160
19	15	9	4	2	10559	11394	11585
20	16	10	5	3	11031	11793	11970
21	17	11	6	4	11403	12189	12372
22	18	12	7	5	11931	12753	12915
23	19	13	8	6	12353	13215	13413
24	20	14	9	7	12935	13857	14081
25	21	15	10	8	13395	14319	14535

Extended scale for good honours graduates.
Teachers entitled to be paid a personal salary of £2,000 on March 31 1975 as good honours graduates on Scale 2 under the provisions of Appendix 1 to the 1974 Primary and Secondary Salaries Document.

Figures supplied by the Assistant Masters and Mistresses Association.

Dons agree pay deal

University lecturers have accepted a 5.25 per cent pay increase for 1985 after 10 months of negotiations.

The deal, which covers 50,000 academic staff, is worth 6.9 per cent to about 2,500 don't at the bottom of the pay scale, and 5.3 per cent to the rest. The average lecturer's salary is now £14,870.

The settlement, backdated to last April, follows the first national strike two weeks ago by the 30,000-strong Association of University Teachers. The one-day action was part of a wider campaign against Government cuts in higher education.

An agreed statement between the union and university management called on the Government to give more attention to the poor morale and problems of recruitment and retention among dons which had arisen as a result of salary erosion since 1979.

"We need urgent action to halt the brain drain and the damage already done," said A.U.T. general secretary, Diana Warwick.

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State cash should fund pupils to 18 says NAHT

by Geraldine Hackett

Teenagers would not be able to start full-time paid employment until the age of 18 under proposals being discussed by headteachers. All 16 to 18-year-olds would be paid an allowance for A level courses or work-related education and training.

A consultation document drawn up by the National Association of Head Teachers suggests radical changes to the curriculum to provide final school courses that cover the years 14 to 18.

Mr John Swallow, who chaired the NAHT's 14 to 18 working party, said the proposals are an attempt to help bring together industry and educational institutions.

A state allowance like that presently paid to YTS trainees would be paid to all 16 to 18-year-olds - regardless of what proportion of time was spent on academic work or work experience. They would no longer be eligible for supplementary state benefit.

The plan, he said, acknowledged what is already happening with the extension of YTS to 16 to 18-year-olds.

The proposals would need legislative changes to allow children aged 14 to be based in one or more institutions or workplaces.

"We recognize that young people should experience a range of institutions and we don't see why the sandwich principle of combining education and work can't be brought down to the age of 14," said Mr Swallow.

In 1984, about one-third of all 16-year-olds went into full-time jobs.

NAB 'being too pessimistic'

Polytechnics and colleges should get an extra £23 million next year, a 3.5 per cent increase on this year's funding, Sir Keith Joseph announced this week.

In a letter to Mr George Waldean, a junior education minister and chairman of the National Advisory Body's committee, the Education Secretary says he was "disturbed" by the NAB's "pessimistic" assumption that student numbers would fall by 18,000 next year.

He points out that as the Government has yet to fix a ceiling for local government expenditure in 1987-8 he cannot bind himself to a particular figure. But he says the NAB should assume an increase of 3.5 per cent - in line with inflation predictions.

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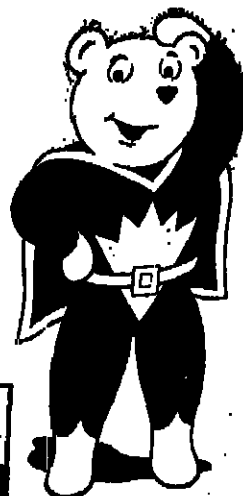
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Sir Keith bows out - but dons long-service crown

by Biddy Passmore

Sir Keith Joseph had already comfortably established his record as the longest serving Education Secretary when he told his constituency association last week that he would not be standing for Parliament at the next election.

Sir Keith, 68 last month, has spent nearly four-and-a-half years in the post, confounding those who thought Mrs Thatcher had made a caretaker appointment - and still shows no signs of tiring of the job. If he carries on until the next election, which must take place by 1988, he could serve a grand total of more than six years.

Other long-serving ministers have been George Tomlinson, Labour Minister of Education for just over four years after the War, Sir David (now Viscount) Eccles and Mrs Thatcher herself, who presided over Elizabeth House throughout the 1970-74 Heath Government.

Others have barely had time to familiarize themselves with the acronyms before moving on to fresh pastures. Lord Hailsham adorned the post for two brief periods in 1957 and 1964, while Michael (now Lord) Stewart stayed only from October 1964 to January 1965. Fred Mulley and Reg Prentice did little better, spending just over a year each as Education Secretary.

Sir Keith has represented the middle-class constituency of Leeds North East for 30 years and, thanks partly to favourable boundary changes, had a majority of nearly 9,000 at the last election. He has spent 27 of those years on the front bench, including periods as Minister of Housing and Local Government, Social Services Secretary, and Industry Secretary. After the next election - if not before - he is widely expected to ascend to the House of Lords.



Sir Keith Joseph

Schools link to bridge Anglo-Irish divide

by Carmel McQuaid

Hard on the heels of the recently signed Anglo-Irish Agreement, six secondary schools in Ulster, six in the Irish Republic and six in the rest of Great Britain are to link up in a unique experiment.

Aimed at improving relations between communities on both sides of the Irish Sea, the European Studies (Ireland and Great Britain) Project will highlight the political, economic and cultural past and future of Great Britain and Ireland.



First steps: Dr Fitzgerald and Mrs. Thatcher signing the Anglo-Irish Agreement in November.

Launched by the Northern Ireland Department of Education, the project will run until 1990. It is designed to give pupils a chance to identify the elements which both divide and unite them - and help them make well-informed and responsible judgements, rather than continue to accept "transmitted" attitudes.

The project will mainly focus on history and geography and pupils will be able to compare their communities through field work, residential sessions, exchange visits and joint projects.

Pupils will be particularly concerned with identifying bias and prejudice, and attempts will be made to help them evaluate their own communities and understand how the community has formed the individual. The views of other cultural groups will be outlined and pupils will be encouraged to advance relations within and between local, national and international communities.

Involving the 12 to 13 age group, the project will operate in a network of 18 schools whose pupils come from contrasting social and political backgrounds.

An experienced teacher, seconded for the whole four-year period, will be appointed as Director, and will co-ordinate projects in each of the three education systems. Three teachers will be appointed as field officers.

£18,000 settlement in copyright row

College 'pirated' rival's syllabus

A private college in north London has just paid £18,000 in an out-of-court settlement for infringing the copyright on a rival's syllabus.

In September 1983, London International College started a business administration course that was to be validated by an American university.

The following June it was discovered that the course details and regulations, some 40 pages of documents, were a straight photocopy of an identical course being provided by the City College of Higher Education.

The rival college obtained an injunction prohibiting the use of their material and applied to the High Court for a summary judgment.

Mr John Tzellos, principal of Lon-

don International College, in Seven Sisters Road, denied having any prior knowledge of the infringement, claiming that his director of studies, who had been previously employed as a part-time lecturer at City College of Higher Education, had photocopied the syllabus.

In passing judgment on February 11 last year, Mr Justice Falconer decided that London International College was guilty of "a blatant act of piracy" and ordered that an enquiry be made as to damages.

City College of Higher Education had initially sought damages of over £35,000 - the fees it would have received from the students who had enrolled at London International College.

OU awards degrees to 6,000

Almost 75 per cent of the latest batch of Open University graduates were sufficiently qualified at the start of their course to gain entry to a conventional university.

Only 28 per cent of the 4,236 students who graduated at the end of 1985 did not have the two A levels ordinary universities demand, while 10 per cent had left school at 15.

At a ceremony in London presenting a representative sample of the new graduates, Mr David Grogan, pro-vice-chancellor, said that 20,000 teachers would be retraining for the new GCSE examination with materials produced by the OU.

Almost 49 per cent of this year's BAs are women. One, Mrs Jane Shepherd, is now a first-year medical student despite realizing while qualifying as a health visitor that she was dyslexic. She took remedial lessons, joined the OU, and on the strength of her first three courses, all passed with distinctions, was accepted by two London medical schools. Aged 30, with two children aged five and two, she is studying at University College.

The 1985 graduates bring the total since 1973 to 75,711.

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About MEP and this advertisement

MEP, the Microelectronics Education Programme, is funded by the central education departments of England, Wales and Northern Ireland, to explore ways in which microtechnology can be used to extend and enhance the learning opportunities of all pupils.

This page is one of a series that MEP has paid for in *The TES* to allow practising teachers and related professionals an opportunity to share widely their experiences in the application of microtechnology to their particular specialisms.

If you would like further help then your local adviser is the first person to turn to. We try and brief them with developments and in any case they will know of additional resources that you might find helpful or useful.

A wide range of educational software and technology devices can be examined at the Programme's regional information centres. Your adviser will have the address and phone number

Staffordshire's support for microelectronics

Where does microelectronics fit into the curriculum? For a number of years it has appeared with electronics as an orphan in the learning process; adopted first by science and taught more often as an exercise in acquisition of facts, and more recently as a pale shadow of physics syllabus - and a poor one at that - in CDT Technology courses.

The intrinsic value of electronics and microelectronics in education is the flexibility of a medium that fosters exploration of challenges, and encourages pupil-centred learning and 'why' rather than 'how' in all areas of the curriculum. Microelectronics is a resource to be exploited and explored by all pupils, in all areas of the curriculum. Like the computer, it should be viewed as a means to an end, not an end in itself.

This view has been actively promoted by MEP for some time, but until the arrival of the *Microelectronics for All* materials little evidence of time pupil-centred, problem-solving materials had been available. In Staffordshire we began a number of trials. Although the results were encouraging, it was evident that a major initiative was needed which would embrace the planning, development and resourcing of microelectronics if the authority was to continue to lead the way in the implementation of micro-technology.

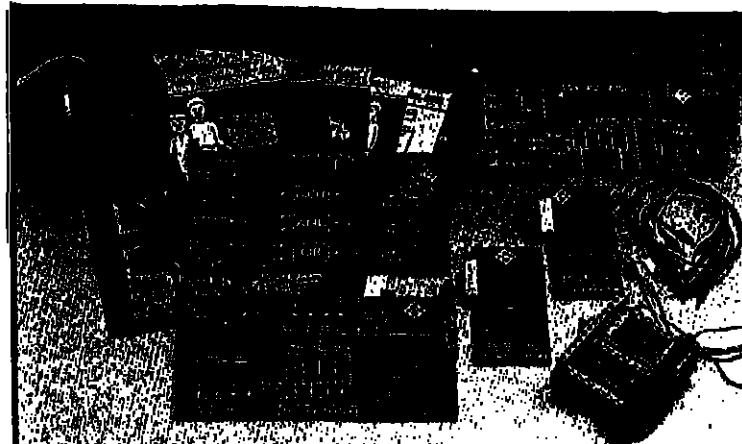
To illustrate clearly the role of microelectronics within the curriculum, the conjunction surrounding the role of microelectronics in the curriculum would make it difficult for schools to evolve cohesive policies for the implementation. And without such cohesion, professional development and resource provision could not be undertaken. As a result, a County policy statement was produced and circulated to middle and high schools. All heads circulated were invited to a series of half-day sessions to examine and discuss the place of microelectronics.

Against a backdrop of confusion and, to some extent, hype, it was clear to me and a number of colleagues that the introduction of microelectronics would not be successful until an agreed policy was evolved and adopted for the professional development, teacher support, and lastly, the provision of resources that enabled cohesive development to take place.

The Staffordshire policy statement has now been issued to all middle and high schools in the county, and discussed with the headteachers in a series of active forums. As a result each school is now evolving a policy for cross-curricular teaching of microelectronics, involving all areas of the curriculum to some extent. Encouragement and inspection support is being given to schools during this period of planning. The professional development is to take place later this year, and the mfa kits will be in use by September, 1986.

All of this is but a small part of the work going on in the Technology for All initiative, but more of that another day.

Tony Gordon is general county inspector (CDT & Electronics) in Staffordshire.



Above, the mfa resource consists of items of kit and worksheets along with teachers' materials. Left, mfa and its extensions are well-supported by distance-learning and direct inset material that is easy to follow for the non-specialist.



Microelectronics for All, and 3-chip plus and Control Pathways, is manufactured under license and sold by Unilab Limited, Clarendon Road, Blackburn, Lancs BB1 9TA. Phone 0254-57643. Unilab has a comprehensive full-colour explanatory leaflet available. Teacher and pupil written materials are published by Hobsons Limited of Cambridge.

MEP has published four *Green Files* on mfa: a two-day inset course (price £2.50); a short overview course (price £2.50); the background to mfa (price £1.50); the schools' trials of mfa (price £1.50). These are available from Mrs Beth Bevis, Renselwood, Lordwood, Highbridge, Eastleigh, Hants SO5 7HR. Cheques should be made payable to 'The Ramsey Printing Company'.

MFA - a girls' experience

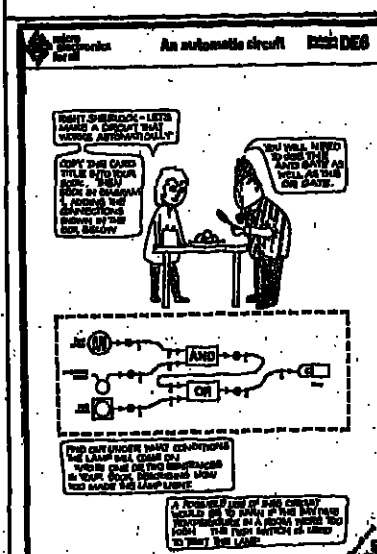
I have just completed a term's work with the mfa equipment at Surbiton High School for Girls. Here we were lucky enough to have both the financial resources and a curriculum spot in CDT to give our twelve year olds a taste of the new technology. I had investigated thoroughly the different courses and equipment available and after opting for mfa it was clear within two weeks of teaching that the more sophisticated board approach and supporting work cards of this system had been the right choice.

I was delighted with the independence which the girls quickly developed as the course progressed, refusing to let me give them solutions to the circuit problems and persisting until they found their own solutions, or came very near to doing so. The work cards proved good for all abilities and enabled those with aptitude for the work to go ahead at their own pace.

Some of the quieter more retiring members of the class, from whom I

other lessons it was hard to get much verbal response, showed remarkable tenacity in solving the problems on the boards and were proud to show me their solutions. One girl in particular, who was usually shy and uncommunicative, revealed surprising skill in solving the hardest problem on the decisions board. Her obvious delight in her achievement was a pleasure to observe and especially so because no rigorous guidance had been necessary to elicit the answer from her. The mfa approach is far nearer the creative and individual work that goes on in good primary education, and which we often lose only too soon in secondary schools.

Jane de Rennes used mfa at Surbiton High School for Girls. She is now at Richmond upon Thames College, where she is involved in a new curriculum initiative in support of WISE (Women Into Science and Engineering) to encourage more girls into scientific and engineering careers.



Above, one of the pupil work cards indicates the easy-to-follow style that has made mfa a winner with 11-14 year olds across the country.

The printed materials available to support mfa consists of pupil worksheets, activity sheets; background notes for teachers including educational aims and course structure, and model answers.

MICRO-ELECTRONICS FOR ALL

John Martin explains why

The Electronics and Control Technology (ECT) domain of MEP is concerned with microelectronics and its applications. The use of microelectronic systems in control is widespread. They are becoming of such major importance that a powerful case exists for giving all young people some appreciation of their capability (and their limitations).

By adopting a 'systems' approach young people can be introduced to electronics in a way which is accessible to a wide ability range, engages the interest of the slowest pupils and creates opportunities for open-ended problem-solving for the most able. In December 1982 MEP began to support the development of *Microelectronics for All* (mfa) - a set of resources primarily for 11-14 year olds.

The educational aims of mfa are to enhance pupils' awareness of the present and likely future potential of microelectronics in work, leisure and education; to relate this awareness to an appreciation of the key abilities of a digital microelectronic system (decision-making, counting, remembering) through varied experimental work with digital electronic building blocks; and to introduce basic elements of systems design so that pupils can utilise their understanding through coupling the building blocks to carry out a variety of tasks.

As a result of undertaking the course pupils should recognise that they can control the technology and that they come to have an educated view of its possibilities and its limitations.

The equipment side of mfa consists of three main modules: decisions, counter and memory. The decisions module introduces three key concepts - that any electronic system has an input (which senses the 'outside world'), an output (which does something in or to the outside world) and that microelectronic systems can make 'decisions'.

The counter module introduces the capability of such systems to 'count' (in

binary notation) and to display numbers. The memory module introduces the concept of 'remembering'. All three modules can be joined together so that a very basic programmable system is created.

Pupils can then use the system to 'solve' problems, like making a LEGO buggy follow a sequence of movements or playing a tune on the music module.

Finally, with the computer module the system can be linked to BBC or RML or Spectrum computers and, with associated software, illustrate the deciding, remembering and counting capabilities of computers.

The equipment is accompanied by a series of work cards so that pupils are able to work at their own pace to acquire knowledge; and then solve problems using that knowledge. Typically pupils take around 20 hours to work through the materials.

Interest in the mfa approach has been phenomenal and around 20% of UK secondary schools now have classroom sets. To develop and extend the mfa approach to control technology MEP set up the Electronics Education Development Unit, based at Salford University. The unit has been responsible for much of the work that has enabled 3-chip plus and Control Pathways to be available to the education service.

There has been extensive in-service training by MEP's regional ECT coordinators to support the introduction of mfa, and in April the BBC schools' television series *Microelectronics* will provide an additional support as three programmes explore real-world applications of mfa concepts. In May there will be the release of *Microelectronics Resources* to support the project in the 16+ technology curriculum.

John Martin is director of the Electronics Education Development Unit, based in the Department of Electronic and Electrical Engineering at the University of Salford.

SUCCESS WITH SPECIAL NEEDS

Electronics aids writing skills

Following a brainstorm by the managers of MEP's four special education microelectronics 'resource' centres (SEMERCs) prototype mfa kits were supplied by MEP to three Derbyshire special schools in January 1985. The prototypes were subsequently replaced by production models.

The aim of placing the kits in the schools was to discover whether the

material could benefit children with moderate learning difficulties. Preliminary findings from all three schools suggest that it can.

The usual mfa worksheets were, as expected, of little value because the language used was at too high a level. This forced teachers to develop their own schemes of work, which ranged from highly structured sets of problem-solving exercises to quite informal challenges to explore the materials.

The general feeling is that mfa is a highly motivating means of developing logical thinking in children who have failed with more conventional teaching and that the excitement generated is a powerful stimulus for both oral and written language.

Because the concrete signs of success - the mfa configurations themselves - are dismantled for reuse the children want to produce a lasting written record. Some of the older and more able pupils have written illustrated reports which far surpass any previous original writing they have produced, and sophisticated electronic aids to writing have provided a framework within which even the least able children can produce impressive written reports.

Electronic sentences, which is actually designed to focus on language and logic rather than hardware, is now being trialled with the same children.

Paul Marsden is an advisory teacher for computer education (special needs) with Derbyshire IES.

*Derbyshire's Wordbank wordprocessor, supplemented by a locally produced 8-key top-board and utility which allows whole phrases specified by the teacher to be entered with a single key press.

Blackburn breaks out to the real world

Pleckgate School is an 11-16 mixed comprehensive which has been committed to the idea of computer and electronics awareness for all for some years. All pupils use computers and electronics components before option choice in the third year.

The first year science syllabus has been extended to allow the introduction to computers through Logo. Within second year science pupils use the mfa electronics module. Third year sees the sciences being taught in their separate disciplines with an extra subject on a rota basis.

This extra subject is named 'technology' and it embraces word processing; information retrieval; bar code work; simple experimental data logging; computer control; basic electronic control circuits; and work with the mfa counter and memory modules.

The major objective for the staff teaching this subject is to relate science, technology and computers to the

real world outside-school. For some fourth year pupils there is further follow-up activity and we have just started to implement *Control Pathways* using BBCs and Control Logo. First impressions of the package are exciting.

Almost all of the science department teach mfa. While all feel it is worthwhile some are not totally convinced of the value of some aspects of the course; nevertheless all agree it's something more than pressing buttons!

The structure of the material seems to encourage pupils to read instructions carefully and help them realise the importance of small words like *and*, *or*, *if*, etc. Binary numbers seem to have a purpose and with careful teacher direction the basics of counting and memory are covered in a worthwhile, interesting and varied manner.

Eric Hatley teaches science and technology at Pleckgate School, Blackburn

Breaking the cycle of abuse

In the past year materials and videos on child abuse have proliferated. Few are British; most come from Australia, Canada and America — where the



The "Kidscape" campaign stresses the need to talk about sexual abuse. The TV programmes and the videos which will come in the teaching packs are intended to act as release mechanisms. The workshops too, with their emphasis on group discussion and role play, are to encourage teachers, parents and children to discuss the

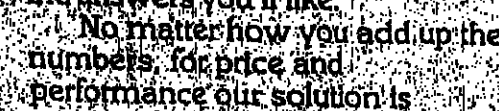
It was talking which helped the 13-year-old girl who was raped by her father. Her mother had refused to believe her, but when the girl spoke to Michele Elliott, it was immediately reported to a social worker. Young children, says Ms Elliott, do not lie.

Copies of *Preventing Child Sexual Assault* (£2.80) and information about Kidscape '86 training packs and training courses from Kidscape, 82 Brooke Street, London W1Y 1YT.

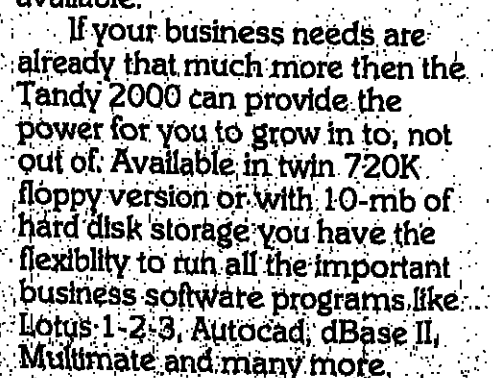
by Bert Lodge

Mr Torvald Veni, Wall's product manager, said his firm agreed that consumers should be encouraged to eat lower fat products and accordingly they were offering double tokens at their low fat sausage with a fat content of only 11 per cent.

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BSE outbreak, MP's told**

[illegible]

the late Mr. FRY. By studying a subject in a depth we learn the simple principles, the importance of a subject, the application, the use of literature and the value of a subject in life. When we take from C. C. F. F. F. which committee made it that for primary teachers subject	1913-14 1914-15 1915-16 1916-17 1917-18 1918-19 1919-20 1920-21 1921-22 1922-23 1923-24 1924-25 1925-26 1926-27 1927-28 1928-29 1929-30 1930-31 1931-32 1932-33 1933-34 1934-35 1935-36 1936-37 1937-38 1938-39 1939-40 1940-41 1941-42 1942-43 1943-44 1944-45 1945-46 1946-47 1947-48 1948-49 1949-50 1950-51 1951-52 1952-53 1953-54 1954-55 1955-56 1956-57 1957-58 1958-59 1959-60 1960-61 1961-62 1962-63 1963-64 1964-65 1965-66 1966-67 1967-68 1968-69 1969-70 1970-71 1971-72 1972-73 1973-74 1974-75 1975-76 1976-77 1977-78 1978-79 1979-80 1980-81 1981-82 1982-83 1983-84 1984-85 1985-86 1986-87 1987-88 1988-89 1989-90 1990-91 1991-92 1992-93 1993-94 1994-95 1995-96 1996-97 1997-98 1998-99 1999-00 2000-01 2001-02 2002-03 2003-04 2004-05 2005-06 2006-07 2007-08 2008-09 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 2023-24 2024-25 2025-26 2026-27 2027-28 2028-29 2029-30 2030-31 2031-32 2032-33 2033-34 2034-35 2035-36 2036-37 2037-38 2038-39 2039-40 2040-41 2041-42 2042-43 2043-44 2044-45 2045-46 2046-47 2047-48 2048-49 2049-50 2050-51 2051-52 2052-53 2053-54 2054-55 2055-56 2056-57 2057-58 2058-59 2059-60 2060-61 2061-62 2062-63 2063-64 2064-65 2065-66 2066-67 2067-68 2068-69 2069-70 2070-71 2071-72 2072-73 2073-74 2074-75 2075-76 2076-77 2077-78 2078-79 2079-80 2080-81 2081-82 2082-83 2083-84 2084-85 2085-86 2086-87 2087-88 2088-89 2089-90 2090-91 2091-92 2092-93 2093-94 2094-95 2095-96 2096-97 2097-98 2098-99 2099-00 2100-01 2101-02 2102-03 2103-04 2104-05 2105-06 2106-07 2107-08 2108-09 2109-10 2110-11 2111-12 2112-13 2113-14 2114-15 2115-16 2116-17 2117-18 2118-19 2119-20 2120-21 2121-22 2122-23 2123-24 2124-25 2125-26 2126-27 2127-28 2128-29 2129-30 2130-31 2131-32 2132-33 2133-34 2134-35 2135-36 2136-37 2137-38 2138-39 2139-40 2140-41 2141-42 2142-43 2143-44 2144-45 2145-46 2146-47 2147-48 2148-49 2149-50 2150-51 2151-52 2152-53 2153-54 2154-55 2155-56 2156-57 2157-58 2158-59 2159-60 2160-61 2161-62 2162-63 2163-64 2164-65 2165-66 2166-67 2167-68 2168-69 2169-70 2170-71 2171-72 2172-73 2173-74 2174-75 2175-76 2176-77 2177-78 2178-79 2179-80 2180-81 2181-82 2182-83 2183-84 2184-85 2185-86 2186-87 2187-88 2188-89 2189-90 2190-91 2191-92 2192-93 2193-94 2194-95 2195-96 2196-97 2197-98 2198-99 2199-00 2200-01 2201-02 2202-03 2203-04 2204-05 2205-06 2206-07 2207-08 2208-09 2209-10 2210-11 2211-12 2212-13 2213-14 2214-15 2215-16 2216-17 2217-18 2218-1
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1. The first step in the process of the investigation is the identification of the problem. This is done by the investigator who is assigned to the case. The investigator will then gather information about the problem and the people involved. This information will be used to develop a plan of action.



Hilary Wilce on the financial problems facing the National Federation of Women's Institutes' residential college



Above: Vivien Lowndes

Centre: Denman College principal Wendy Thorogood

Left: an absorbed wood-carver

While education budgets shrink on all sides, the doughy ladies of Britain's Women's Institutes have just voted to invest an extra £1 million in their education programme.

Not that they have £1 million. But already the vast army of jumble sale organizers and cake bakers is at work raking in the pence and the pounds. Almost £33,000 has been raised in just a few months, without any publicity drive, and the flow is expected to gather pace.

At stake is Denman College, the residential college of the National Federation of Women's Institutes. This gracious Georgian manor, just outside Oxford, is much revered by members for its flourishing courses and welcoming atmosphere - each bedroom is decorated with craftwork donated by WI members.

The fire escape, however, is rotting, and a new staircase and rewiring are needed. Even the annexes, built in the 1960s and 1970s, are suffering from serious structural problems, with leaking roofs and seepage from drainpipes. Faced with the stark choice of finding £1 million or closing the college, the national executive decided to launch an appeal for their college, which was set up almost 40 years ago.

But then, the federation has never been known to shrink from problems.

A few years ago its membership began to drop steeply, until almost 10,000 a year were being lost. But in 1982 it decided to tackle the challenge head-on, with a drive to update its "Vim and Jerusalem" image. It projected itself as an organization concerned with society's problems, and it worked. Last year the membership loss slowed, stopped, and then

it began to climb again to its present level of 354,000.

The ladies of the Women's Institutes still make jam, and they still sing *Jerusalem* every year when they meet at the Albert Hall, but they also run businesses, take vigorous exercise, and address themselves to problems of the environment, law, health and education.

In 1984, for example, they submitted a memorandum to the Department of Education and Science on the closure of rural schools, and another on school governors.

The courses at Denman College reflect this interest span. Although the bedrock is the range of domestic craft courses covering all aspects of textile work, cooking, antiques and gardening, there are many others.

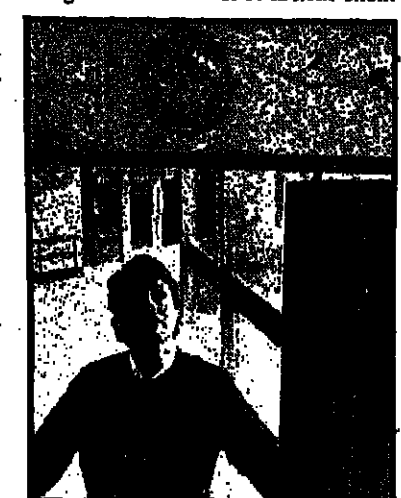
Among the most popular is a course on the Alexander Technique, an alternative health programme, while a recent success was a course on railways with the *Mastermind* traindriver, Chris Hughes, as tutor.

On a recent week in January, there were courses on microwave cookery, English ceramics, basic woodcarving, and book illustration.

Each had its own atmosphere. In English ceramics, students were not taking as the tutor galloped through

the main points of Derby, Worcester, Spode and Wedgwood. Questions were at a minimum. Students wanted facts, and more facts, for future antique-hunting expeditions.

In microwave cookery there was a great deal of jollity as the class sat down to sample its wares at lunch while the book illustrators - most working to a high standard - worked in near-silent



Cracks have appeared in several walls

concentration.

One student was compiling an alternative book cover for one of her author daughter's novels ("Some of them they do for her are so gloomy"), while another was working on an impressive sewing-machine handbook which she intended to produce commercially.

The wood-carvers showed a greater spread of talent. Some were obviously losing the battle with the complexities of the craft, but the class remained cheerful, absorbed and friendly.

In all the classes, students - whose ages ranged from the mid-30s to 70 and over - paid tribute to the camaraderie of the college and the benefits of their course. Many were on bursaries from their county or local institute - at £100-plus for a four- or five-day course, going to Denman is not cheap - and they felt grateful to have been given the opportunity.

Almost 4,500 students pass through its doors each year, and many have taken up new jobs and skills as a result. Others simply find it an enjoyable confidence-booster.

Wendy Thorogood, the principal, says many of Denman's students would not dare to attend a residential course elsewhere. "For some people it might be the first time they've driven a

car, and navigated their way, she says. Sometimes they get here and we say 'Could you just reverse into that space there?' and they say, 'Ah, I have discovered where reverse is yet!'

The college is constantly oversubscribed, and many courses are filled by ballot, but Wendy Thorogood, along with the federation's education officer Vivien Lowndes, is taking a fresh look at the college's educational policies.

"Our policy is slightly confused at present," Wendy Thorogood says. "We have to respond to what people want, and yet what they want is not always what we think we ought to be putting on."

"We're introducing one-day workshops in the first six months of the year, and we've gone into the idea of theme weeks. There's an attempt to pull in the younger age group and courses such as 'return to rail'. Then the second half of the year is more consumer-led courses."

Even in this more traditional area, though, policies are being questioned. Vivien Lowndes says: "There is quite a strong argument for specializing more in craft courses, which are our great strength. Do we simply want to duplicate what a lot of people can already get with I.C.A. courses, or do we want to offer something different?"

Yet changes will have to be introduced gradually. At the very heart of the college's philosophy is the need to preserve its non-threatening atmosphere, where every student is shown her room and offered a cup of tea, and where every student, no matter how elderly, or disabled, or lonely, is made to feel welcome.

Meanwhile, students will continue to stream in, the cracks in the building will widen, and furious fund-raising will carry on apace.

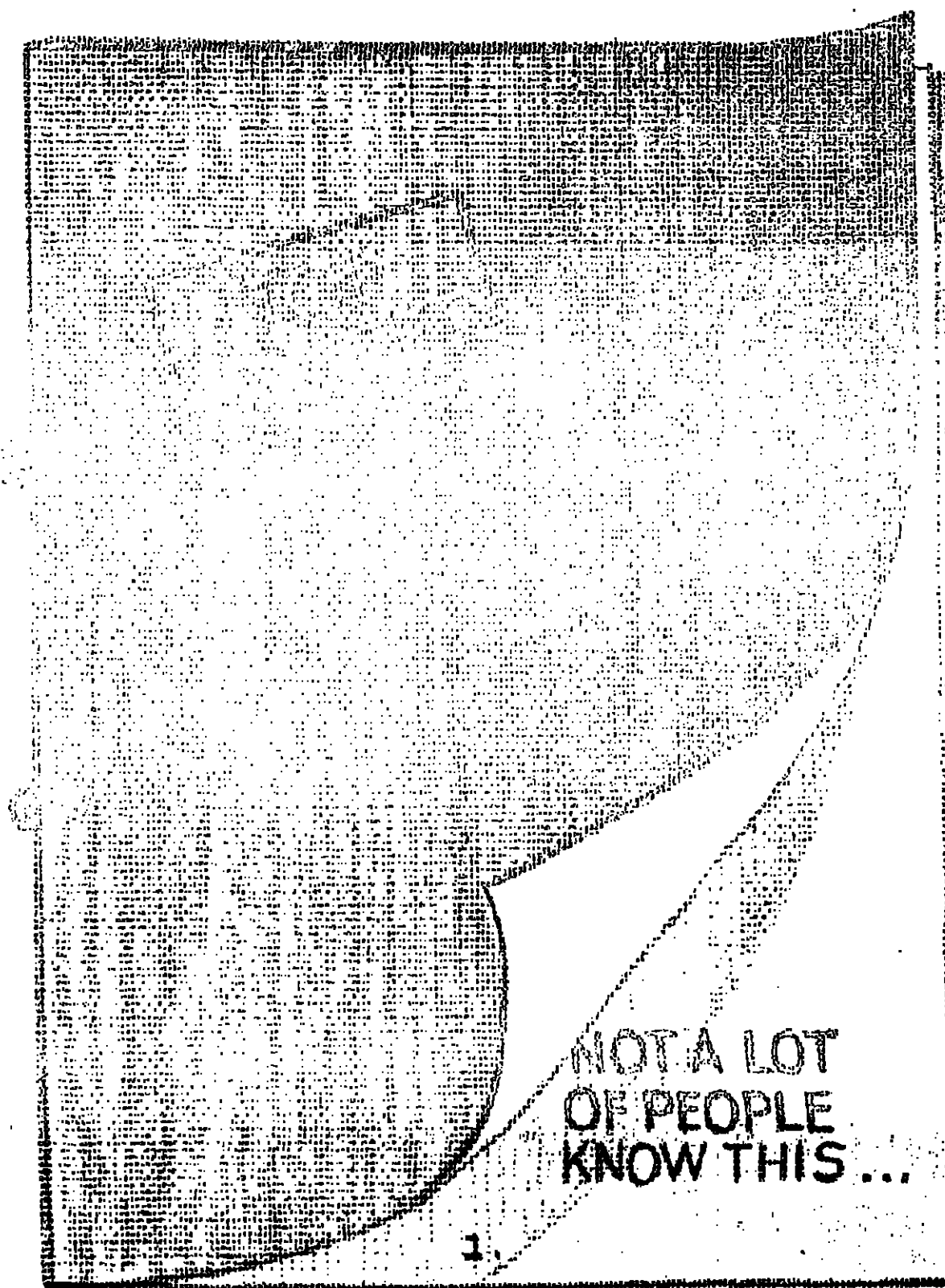
The WI jam that will cost £1 million

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A City with a view... past, present and future

OVERSEAS

Lack of advice puts youngsters on dole avenue

FRANCE

Mary Follain reports on confusion in the options system

Many French pupils choose the wrong courses because of complex procedures and lack of advice at vital stages. According to a report prepared for the Ministry of Education this can result in many pupils choosing obsolete courses leading to the dole queue, while others may attempt courses that are beyond them.

The report, by sociologist M. Robert Ballion, shows that the process of choosing options - called "orientation" - is the weakest link in French education.

And the French passion for acronyms doesn't make it easier for bewildered parents, who may be told their 15-year-old cannot do a "bac" but is only fit for a "CAP" or, if they are lucky, a "BEP" - in a "LEP".

The fateful choices are made at two stages. At 13, after two years in secondary school, a third of pupils are funnelled off into technical or vocational schools (Lycees d'enseignement professionnel or LEPs). Once out of the general stream leading to the academic or technical baccalaureate ("bac") they are unlikely to return.

Two years later, at 15, pupils face even more draconian selection. This time less than 60 per cent manage to stay in the general stream and a quarter go to a LEP, while others trade up to apprenticeship or to learn a trade. In the first instance, pupils can only

be taken out of general studies at the parents' request. In their fourth year, however, the decision is taken by a school council and parents must lodge an appeal quickly if they contest the decision. And wrong decisions are common, according to the report.

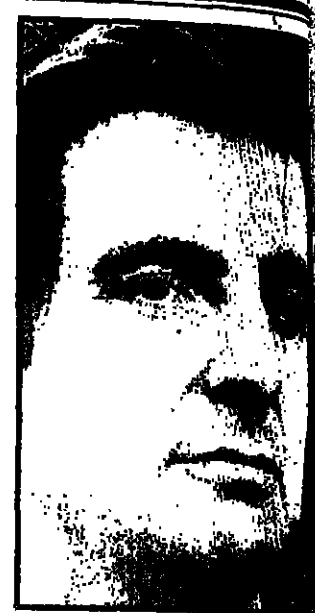
In addition to the academic/technical divide, there is a complex mesh of options within the separate streams.

In the LEPs, pupils may try for a *certificat d'aptitude professionnelle* or CAP (roughly City and Guilds level) or, if they can manage it, a *Brevet d'etudes professionnelles* or BEP - but many of the 380 courses on offer are in obsolete skills and teachers continue to recommend specialities for which there are few places in nearby schools.

Others go into pre-apprenticeship classes and the least able into remedial classes, where a last attempt is made to teach them basic skills.

On the academic side of the divide, educated parents learn quickly that the choice of a first and second language can be just as important as the choice of a "bac". (Business schools, for instance, all ask for English.) They also know that the mathematical "bac" opens most doors and that permission cannot be refused to repeat a class, which is infinitely preferable to eviction from the desired stream.

No clear cut solutions emerged from the report, M. Ballion says, "but the difficulties, injustices, lack of information, exclusion of parents, complexity of procedures, division of school councils, lack of interest shown by some heads, confusion caused by the sheer number of options - and, finally, a lack of attention to a pupil's real abilities - all are exposed."



Jean Pierre Chevenement

Schools vie with police as public favourites

by Mary Follain

The French government has succeeded in raising public confidence in its nation's schools, according to a new opinion poll.

With a vote of 74 per cent, schools have gained four points since 1980 to tie with the police as the two institutions in which the French have most confidence.

The poll, conducted by the market research company Sofres, also shows that French teachers rank high in popular esteem.

Primary teachers come third in the league of professions, with 66 per cent, behind firemen (66 per cent) and doctors (60 per cent).

Secondary teachers have lost a point but, with 73 per cent, are still popular as the rest of the police force and far ahead of priests (58 per cent), magistrates (50 per cent) and journalists, who scrape 43 per cent.

The "grandes écoles", the elite higher education institutions, score 11 per cent and inspire more confidence than universities (63 per cent). But the universities have gained six points and have thus made a bigger advance than any other institution in the past three years.

The figures might seem astonishing after an avalanche of books lampooning French education and the "schools war" over the socialist government's attempts to integrate private schools into the state system.

However, other polls provide the explanation. They show that M. Jean Pierre Chevenement, whose first task as education minister was to negotiate a peace to end the war, is now one of the most popular ministers in M. Mitterrand's Government.

His call for higher standards at all levels and emphasis on basic skills in primary schools, combined with sustained efforts to rehabilitate schools in the public eye, have proved a resounding success.

The nine million francs spent on sending a specially equipped train round France as part of a "Victory in Education" publicity campaign have not achieved their purpose.

Bill Norris

After the horror...

UNITED STATES

The flags of American schools dropped to half-mast last Tuesday. They are still there. The death of Christa McAuliffe, who was to have been the first teacher in space, has numbed teachers and students alike.

So many of them saw her die. Across the country, some two and a half million children had been preparing for Ms McAuliffe's lessons from space. Most of them were watching the launch

on their classroom television sets when the shuttle "Challenger" exploded. And across the country, they wept.

Her own class from Concord High School, New Hampshire, together with her husband and two children, had been on the viewing stand at Cape Canaveral when disaster struck.

Back home, in the auditorium of Concord High, the entire school had been celebrating with paper hats, balloons and streamers. "We were rejoicing in the 'lift-off'," said principal Charles Foley. "We were celebrating with her. Then it stopped. That's all. It stopped."

They should have been planning for Christa's return. Now, instead, they have called in a psychologist to help the children cope with their grief. Classes at Concord High were cancelled for two days, for nobody was in the mood to learn and no one had the heart to teach.

But Mr Foley is insistent that the catastrophe should not dampen the sense of adventure and excitement that Christa McAuliffe inspired in her students. "She told them," he said, "to reach for the stars. And those words are even more important now."

"Christa would want them to believe that."



Christa McAuliffe: an inspiration

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In Britain, 1986 is "Industry Year" and the Government is busy trying to coax more pupils - especially girls - into vocational subjects. But in Japan, the world's most successful industrial nation, most pupils follow a general academic education rather than a vocational one - and girls still stick to their traditional role. John Greenlees reports.

Books first for industrial pacesetters

Forever seen as the homemaker

With the conclusion of the United Nations "Decade for Women" (1975-1985), a survey of Japanese education reveals that major inequalities in the roles of the sexes are still very much in evidence.

Boys continue to receive the bulk of parental encouragement to perform well at school and to aim for entry to a top university; graduation from a prestigious university virtually guarantees high-status, high-salaried employment with one of the country's top companies.

Girls, on the other hand, are expected to have lower aspirations and to seek employment in lower-salaried clerical and service posts.

Ministry of Education figures show that female students account for only 22 per cent of university enrolments and a mere 12 per cent of enrolments to graduate schools. Most female students seeking post-school education tend to enter the lowest status junior colleges for courses of shorter duration than those of the universities.

Social attitudes and overt discrimination in workplaces account for the limited career aspirations of Japanese schoolgirls.

Schools help to nurture the dominant "homekeeping" role of women by providing girls with compulsory home-making classes involving lessons in cooking, sewing and child-rearing, while the boys take lessons in woodwork, metalwork and the other industrial arts.

School textbooks, all of which have been scrutinized and approved by the



Rising daughters: Japanese girls learn the virtues of domesticity

Ministry of Education, generally feature women in traditional roles in the kitchen or at tending to children, while men feature in professional roles.

Ministry of Education figures also reveal, however, that roughly equal numbers of girls and boys are now entering at age 16, the upper secondary schools for three years of voluntary high school education.

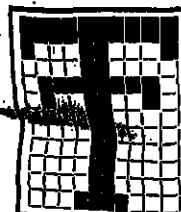
It is viewed as socially desirable for girls to have a good education to age 18 or 20 before entering the world of work and then marriage around the age of 24.

A female student graduating from university at age 22 or 23, however, is in a more difficult position as many companies are reluctant to spend time and money training female graduates only to see them leave to get married a few years later. The family comes first and social custom decrees that married

women sacrifice their careers for the sake of looking after their husbands and children.

Male chauvinism also shows up in the extra-curricular activities of schools such as the cleaning of classrooms and corridors. In the after-school clubs girls are encouraged to get involved in genteel pursuits such as the traditional tea-ceremony and flower-arranging, while the boys are more likely to get tracked into science and computer activities.

The stereotypical role for woman as wife, mother and homemaker is seen by many educators as being essential for the continued stability and harmony of Japanese family-life. Others, however, see the valuable talents and abilities of female students as something which should be developed and exploited rather than wasted and lost in subordinate work.



THE TIMES NETWORK SYSTEM - TTNS



Gordon Jones

Welcome to TTNS

1986 promises to be a boom year for TTNS, in all respects. TTNS now has approximately 1500 subscribers spread in 108 out of the 123 LEAs in England, Wales and Scotland. The recognition being afforded to TTNS by all sectors of Education, Government, Industry and Commerce, indicates that high-speed, interactive Communications and Information systems have arrived! To ensure that news and views about TTNS reach as wide an audience as possible, we are very pleased to be able to use TES for this purpose. TES will be carrying this information on a regular monthly basis, during 1986.

During the week beginning 7th April, 1986, TTNS will be making events around the UK, principally to acquaint Chief Education Officers and Directors of Education with the benefits of using TTNS in their LEA. These events will take place in Edinburgh, Leeds, Nottingham and London. Morning sessions will be by invitation only. Afternoon sessions will be open to any educationists who wish to come along. Full details of this will be advertised in TES near the time.

During the past 3 months, TTNS has been transformed by the rapid development of its facilities. Not only can

subscribers now freely exchange Electronic Mail with other Telecom Gold systems in the UK, they may also do so internationally. Links have already been set up with Australia and many others are planned. Many of our sponsors have created colourful, informative databases of valuable information. These include The Stock Exchange, Banking Information Service, Trustee Savings Bank, The Army and Royal Navy. More are in development. Many LEA databases have appeared and more are being constructed. The Independent Schools, also, are joining in numbers and already have their own growing database. As you see, TTNS is growing fast. Make sure that your school/LEA is not left behind!

Gordon Jones
Chief Executive, TTNS

100% local call access

After careful planning in preparation by British Telecom and TTNS, we were very pleased to be able to announce, before Christmas, that all Educational establishments in the UK - including N.Ireland - would have Local Call Fee telephone access to TTNS, with effect from 2nd January 1986.

This access is provided via Multistream EPAD on 0345 212311. This number can be dialled from anywhere in the UK at a Local Call Rate - 80 pence per hour, Standard Rate.

At a stroke, this solves a major problem for schools in accessing TTNS. Particularly for outlying schools in Scotland, N.Ireland, Mid-Wales, Cornwall and E. Anglia, they are now able to enjoy the same facilities at the same price as their urban counterparts. In addition to providing this new facility, BT have also provided a Multistream Help-Desk for users. This can be contacted on Freephone Multistream via your local operator.

Gateway to ECCTIS

TTNS is collaborating closely with ECCTIS - Educational Counselling and Credit Transfer Information Service - in providing access, through TTNS, to details of the 25,000+ Poly and University courses which they hold on their computer at Open University. This Gateway is being trialled now and should be available shortly. This will provide a valuable additional service to TTNS users at no additional charge whatsoever!

Examination boards on TTNS

WJEC During the course of 1986, Wales's three hundred examination centres will be able to receive information direct from their examination board via The Times Network System. Harry Cook of the Welsh Joint Education Committee, said: "We are actively encouraging all our examination centres to join TTNS. This would make a significant improvement to the quality and speed of the WJEC's distribution system, saving printing and manpower costs, while at the same time, introducing a rapid and reliable communications link."

One of the advantages TTNS will bring to the WJEC's operation will be that if a problem occurs on the day of an examination it will be possible to provide an almost immediate solution for all those centres on the network.

In the course of a year, the Board receives a huge number of letters, from its centres, containing routine queries. Using TTNS, examination centres will eventually be able to search the WJEC database of examination information and find the answers to their questions. More complicated queries can be sent and

answered by electronic mail. "The benefits could be enormous," said Mr Cook.

AEB The Associated Examining board, one of the largest in the UK, which sends information to nearly 5,000 centres is about to make significant use of The Times Network System. It is the intention of the AEB to store information on the database which can be readily accessed by any school or college. If the information they require is not stored on the database an electronic message can be sent on the mailing system (Mailbox No. TCD100340) and a reply obtained from the AEB with the minimum of delay.

Sponsorship

Industrial and commercial sponsorship has continued to expand throughout 1985. We have welcomed on board several companies who have provided us with some exciting and valuable colour databases. In particular The Army, Banking Information Service, The Royal Navy, the Stock Exchange and TSB. Contributions from Memorex, Rank Xerox, AMI Hospitals, and a host of others are expected shortly. Initial reaction from schools has been favourable and we look forward to maintaining this momentum and expanding the sponsorship aspect in all areas of the database throughout the coming year.

An important factor of the TTNS Sponsorship Programme is to strengthen and encourage links between industry and education. One of our main initiatives in this area is to carry the Industry Year Database at present being compiled by Joyce Thevill at St. Marys College Twickenham.

Should you require further details concerning TTNS Sponsorship please contact Sandle Dinning (TCD017)

How to join

TTNS's complete hardware and software package is supplied at the highly competitive price of £152. (The modern alone normally retails for £400.) There is an annual subscription of £187, which provides unlimited use of the Network. For all TTNS users outside London access to the Network is via BT's Multistream, so that calls are charged at a local rate.

Moyra Doyle
Schools Coordinator

For more information on any of the articles in this advertisement please contact Moyra Doyle (TCD016) on 01-833 7615, or write to The Times Network Systems Ltd, PO Box 7, 200 Grays Inn Road, London WC1X 8EZ.

RML 480Z software

TTNS has developed enhanced software for RML 480Z machines, which is now available. It provides access to all of the main TTNS facilities, including Viewdata graphics graphics. It can also be used in conjunction with the RML CHAIN network, if required. This software will be distributed automatically to new and existing 480Z users, together with a revised manual for RML.

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'Double-think' of far Left report

Sir - Hilary Wilce's article of January 10 purports to be an examination of "the nature and extent of the far Left's influence in inner London". It is nothing of the kind. To call it journalism would be an abuse of the language and it has been reassuring over the last few weeks to hear from supporters and opponents within the NUT in particular that the report is "rubbish". It would appear that the net result of its publication may well be simply to have discredited your journal even further in the eyes of many teachers.

Your refusal to allow us the right to reply in full to the article, is a sign of your lack of confidence. The TES spends nearly three and a half pages either directly or indirectly attacking us, yet you have refused us even one page to reply. Either the allegations are serious, in which case allowing us the right of reply would furnish you and our critics with further evidence to attack us, or the piece was frivolous and should not have merited that space in the first place.

The insidious aspect of the article and editorial however, is not just the content but the method that is employed.

The whole case is presented as an hermetically sealed package - the legitimacy of its "evidence" is established by reference to indeterminate numbers of people. The reader is invited to believe of course that all have talked to the author: "A number of moderate teachers..." "Heads agree..." "Many London heads..." "Some teachers..." etc.

Having established beyond any shadow of a doubt that these views are widespread, Ms Wilce changes gear and slips into the singular: "One said..." "In one school..." "One teacher claimed..." and so on.

The individual comment is legitimized by the appeal to the imprimatur of the unspecified evidence from "an unspecified number". The technique is simple and straight-forward.

"Some journalists tell us that life on the TES is unbearable. One, who refused to be named for fear of losing their job, told us of persistent editorial interference - stories rewritten, headlines changed, copy cut, etc. This is the sorry plight of journalists working for the anti-trade union Rupert Murdoch clique that controls the TES".

The article of course had its own built-in defence mechanisms. The individuals "all refused to be named" so it

A lesson on bias?

Sir - Only two out of ten for Hilary Wilce's article on "ultra-left extremism" in London schools. Any of our indoctrinated students looking at bias in news reporting would be asked the following questions:

What were the facts presented? What evidence backed them up? Was a distinction made between hard facts and subjective opinions? Was there a balanced presentation of opinions? What do you think was the purpose of the article?

A handful of unsubstantiated allegations by unnamed teachers of unknown political persuasions was given weight by more moderate complaints from four heads (one retired, two anonymous) and Anne Sofer's call for an inquiry into Trotskyist activities in London education.

It would be extremely surprising if, among the hundreds of schools and thousands of teachers in London, there were no examples to be found of personal hatred or intense dislike, dislike and behaviour. But it simply will not do to generalise from particular



No apologies for supporting the miners and GCHQ trade unionists

becomes impossible to prove or disprove the allegations. Incidentally none of these Wilce to any ILTA officer for comment.

Perhaps these people are imagining things? Ms Wilce has thought of that one, too... "Many of the complaints sound like paranoia but paranoia, too, can have enemies."

Just in case your readers are in doubt however, the editorial swings behind Ms Wilce and of course succeeds in squaring the circle.

"Anybody who opens up a discussion of these controversial matters invites accusations of witch-hunting. Such accusations need not be taken seriously."

"There we have it, signed, sealed and delivered."

"Many people agree... one of them said... paranoids can have enemies... we will be accused of witch-hunting... but that's not serious."

George Orwell had a word for it: double think.

To paraphrase the article itself... "those who may claim to be witch-hunted, are sometimes being witch-hunted."

McCarthyism does not cease to exist simply because those who use it

instants, especially when they are as dodgy as this lot, and then issue lofty editorial disclaimers of a witch-hunt because, well, the evidence is difficult to prove and, we all know it goes on, don't we?

The reader was left with the impression that a cancer of "daily intimidation, verbal abuse and professional harassment" is rapidly spreading through London schools at the behest of a malignant core of obsessive Trotskyists (and their "ministers") who are "conspiring to wreck a public service" and thus precipitate the glorious revolution. To suggest, as the article does, that these nasty tactics are commonplace in at least 12 London schools is unfounded and insulting; but to imply, as you do in your editorial, that such conditions prevail in more than 100 (one in ten) schools is cynical and outrageous.

What is the substance of your case? ILTA is led by revolutionary Trotskyists - well, ex-Trotskyist Labour Party members, anyway - and their sympathisers. Yes, it has been for years, though the leadership is more moderate than in the past. What's new?

Nursery error

Sir - May I suggest that you do not believe everything you read in the papers? I read your report "Dignity child was nursery fight" (TES, January 17) about the decision by Sutton Local Education Authority to integrate a child into mainstream education, but was very surprised to note that it was inaccurate. The sub-committee which considered the recommendation of an education appeal committee accepted a recommendation that the child should be placed for three half-days a week in an ordinary nursery school or class and also agreed to provide an additional classroom assistant for that period which officers had advised was necessary at least at the initial stages of attendance. The parents had not asked for, neither had the appeal committee recommended, any more than three sessions of attendance in the first instance and there was no question that the number of sessions had been limited by the amount of classroom time to be made available. It may well be that the number of sessions should be increased at a later stage and the

sub-committee left that matter to the professional judgment of the nursery school.

Many education authorities are over the issue of the additional classroom assistant for that period which officers had advised was necessary at least at the initial stages of attendance. The parents had not asked for, neither had the appeal committee recommended, any more than three sessions of attendance in the first instance and there was no question that the number of sessions had been limited by the amount of classroom time to be made available. It may well be that the number of sessions should be increased at a later stage and the

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Lasting bloom

Sir - On a dark Saturday January afternoon I bought a bunch of daffodils in Leeds market. On Monday they were arranged on a table in the school entrance hall. Bits of yellow privet from the overgrown hedge outside filled out the display. Each day this week a minute was somehow found to keep those daffodils going.

Alec Clegg is once reputed to have remarked that a school tells all about itself if you see, within it, dead flowers. Perhaps it is the plaque in the same entrance hall commemorating the school's opening in April 1936 and bearing his name as chief education officer of the West Riding County Council, which subconsciously makes one honour-bound to carry out the daily task and nudges one to practise some of the tenets behind his remark.

On Thursday a group of workmen from the local authority came and trimmed the hedge. "Things are looking up," was the thought though one could muse that this was merely a gesture compared to the loving care our school environment had in the old

Excellent tribute

Sir - Perhaps space prevented your excellent tribute to the late Sir Alec Clegg from being extended more in terms of the father figure image. In addition to many chief education officers, he was such a figure to all professionals and non-professionals who served the West Riding. Carleton (schoolkeepers in my terminology), for example, were professionally trained and Sir Alec probably had more expertise in this sphere than any other education officer.

With regard to his potent idealism and earthy, Yorkshire realism, Sir Alec had the very rare knack of allowing these to go hand in hand and in performance invariably accompanied discussion and often preceded it. A brief anecdote may support this view. Soon after arriving at my school on a type of ice-breaking visit, he admired with enthusiasm two very fine antique bar tables which for many

False impression

Sir - Your postscript to my article criticising press coverage of the Honeyford affair (January 24) is no defence. Certainly the TES has published occasional descriptions of Bradford's multi-cultural policies (the context for the affair), and occasional quotes from Mr Honeyford's articles (the reason for opposition to him as a head).

Nevertheless, objective examination of reports reveals:

1) That the TES, along with other papers, consistently - and misleadingly - cited "criticism of council policies" (or some similar phrase) as a significant factor, either in relation to Mr Honeyford's suspension, or in relation to the opposition to him as a head.

2) That most reports of the affair, including the TES's, have overlooked the relevance to it of Mr Honeyford's writings, which many people found offensive and provocative.

I have not singled the TES out for criticism, and I would not claim that TES reports were grossly biased or confused, as some other reports were.

However, the three papers whose

Sour cocktail

Sir - What a sour cocktail of distortion and non-acquittal Frank Pedley served up for us in the TES on January 24. With its leaps of illogic and outrageous half-assertions (immigrants are un-democratic, councillors who devote a lot of time to their duties are somehow unwholesome) it really did little to illuminate the sorry Honeyford imbroglio.

Indeed, Mr Pedley will only succeed in perpetuating the myths and misconceptions associated with the affair, which Bob Matthews so elegantly stripped bare in the same issue. The Matthews article so firmly rebuffed Pedley's humbug notion that Honeyford's business has anything to do with free speech that I shall add nothing more on that topic. I would, however, like to comment on one part of Mr Pedley's "analysis" which illus-

trates the lack of logic in his arguments. He writes that Mayor Ajeeb was wrong to speak out against Honeyford. A "golden opportunity", Mr Pedley tells us, "to cement community relations in Bradford was lost".

One might reasonably ask how community relations could have been cemented. Are we to conclude that the only way to achieve good relations is to allow a headteacher to insult local parents and their culture; to foster in print stereotypical views of black people; and to disregard the education authority's policy despite their warnings? It really is a rum old world where those who speak out against these events are blamed for spoiling "community relations".

Can we have faith that, when this miserable year is over and almost forgotten, Alec Clegg and all for which he stood will still be remembered?

ALMA E TOWNEND
Head of Lower School
Ryds School
Oulton
Leeds

years adorned my room and entrance hall respectively, suitable insignia for the secondary school serving the *Last of the Summer Wine* valley. He was probably the only member of the educational hierarchy who did not raise eyebrows at such permanent items of school furniture. The idealism which followed throughout the remainder of his fairly lengthy visit had all the more point to it. It was not surprising, therefore, that everyone in the West Riding education service knew that they had a ready contact by telephone or letter and it was rare for Sir Alec to ignore such contact.

On behalf of many thousands who served West Riding education may I offer with some temerity another brief tribute. "Thank you for the fun of it all, Sir Alec."

CHARLES W J COCKS
Lately headmaster,
Holmfirth High School
West Yorkshire
See Personal Column, page 64

coverage of the Honeyford affair I examined all created a false impression in the same way; by using a misleading phrase in early reports, and repeating it unquestioningly in later updates.

BOB MATTHEWS
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LETTERS

One source of support that teachers have failed to tap

Sir - Whether or not the teachers' unions, NUT excepted, vote in favour of the offered pay rise, there are still issues to be faced. We agree wholeheartedly with Dr Joe Collier and Margaret Henry (Second Opinion, January 24) that the present unrest is a symptom of the general underfunding and undervaluing of the state education system. It would be a great pity if parents were lulled by the present pay offer into thinking that everything is now sorted out. The state education system needs more money from the Government if it is to have a proper future, and this fact must not be obscured by any salary increase which the I.E.A.s may offer the teachers. Sir Keith Joseph's figure of £1,250 million is not enough.

FEATURES

Ducking out

Why Roger Free abandoned a headship and went back to the classroom.

So far this term, I've not yet seen the PTA secretary, nor even the caretaker. After thirteen years as a headmaster in primary schools, I haven't answered a single phone call, rung The Office or taken an assembly. No, this is not a personal experience of industrial action; I've simply returned to class teaching.

In the autumn of 1984, at 53 years of age, I took advantage of Berkshire's early retirement scheme, and at the end of that Christmas term left my group 5 primary school. "We thought you were happy here," parents protested, on hearing of my plans.

Yes, that was indeed so. But despite outstanding support from colleagues, I had become somewhat despondent about the profession's industrial strife, and increasingly frustrated by the growing administrative calls upon a head's time - time which I felt should be given more directly to the children.

I had felt of late that I wanted to get back to the classroom, a desire shared by many heads that I knew, but one likely to founder on putting pen to application form, if not simply on financial grounds. However, as my wife and I shared another ambition - to move back to Devon and to keep ducks - it seemed a good idea to make a move while I still enjoyed the job; for bitterness, cynicism or disillusionment in the head of a primary school are awful to contemplate.

Having qualified only some sixteen years previously, my pension was to be minimal. I wrote to a dozen independent schools in the South West, putting my position quite openly, and received a dozen replies, all friendly, and the majority encouraging - one even. But none had a vacancy.

Casting around in the *Situations Vacant* columns, I secured an office job in a slate quarry near Tavistock; and two days after Christmas 1984 we moved, from the Thames Valley to a village of three hundred scattered souls, with a pub, two shops and no main drainage. No street lights either though there is a reliable bus service at the end of the lane, every hour, to Plymouth and to Torquay, and on Fridays a market bus to Totnes which stops at our door.

The daily journey to the quarry proved impossible. The job too remote from teaching. I got a week's trial in a Paignton language school, an arrangement which extended indefinitely, usually five mornings a week teaching English to students from over twenty countries - at 13 an hour before deductions. This, and subsequent work, I undertook on a self-employed basis.

I was glad of the free afternoons for putting home was in a pair of old farm cottages

mainenance. We let me for some weeks in the summer, spending a good deal on fitting it out but enjoying the experience and also (after so many years of a dull PAYE salary transfer slips) the curious attraction of receiving sums of real money. This income was modestly but satisfyingly supplemented by the sale of home-grown runner beans, damsons and - at Christmas, the two geese we'd reared. Christmas is a bad time for geese... and they'd made splendid lawn-mowers all the summer; this coming spring we hope to get a couple of orphan lambs to do the job.

My wife, too, was earning small but helpful sums, waiting at table at the village inn, and gardening for a neighbour. And our "accommodation" sign at the end of the lane brought some interesting bed-and-breakfast visitors.

But to return to August 1985. We were by now seeing the end of at least the major and urgent work of the cottages - and the probable end too of the cottage lettings and the EFL income - when I heard, through a friendly local head, that the South West Gas Board needed teachers to run computer awareness classes for their staff. I did sixteen evening sessions in Plymouth for them; and during this period the local technical college advertised for lecturers in the same field. I applied, hoping that I might just be lucky and be given the odd evening class, but was offered eleven day-time lessons a week, for a term.

mainly with YTS groups. All good experience for a primary head; how narrow our horizons can become. No eager youngsters here, bright-eyed by your car to carry your bag or to tell you about the hamster; you were lucky if you could park among their motor-bikes, thankful if you did not actually trip over them as they sprawled silently, smoking, on the stairs and in the corridors. I used to wonder what they made of my approach, sometimes, but they were a good-natured and philosophical bunch on the whole.

I wrote thanking the head who'd put me on to the Gas Board, and she replied with the offer of a few hours a week, again self-employed, at her senior girls' independent school. For a month or so I actually kept three brief-cases packed, and just hoped I'd arrive at the right place on the right day - with the right case. My wife had become part-time secretary at a newly opened nursing home; things were working out for us, it seemed.

Then, one autumn day (the summer itself had never begun, that year, but our ducks had enjoyed the weather and, being in South Devon, the figs had ripened against the barn wall) a letter arrived. It was from the head of one of the schools I'd written to a year or more back. No doubt, the writer surmised, I had a job by now, but if not, then perhaps I'd call at her Torquay prep school. The next day, as I left her office, with a teaching job (part-time from January, full time - "if you'd

like that" - from next Easter) I reflected on the ritual of application, waiting, shortlisting and inquiry by governors which is our industry's experience in the maintained sector.

I'd been shown around the excellent school (80 primary, plus nursery, and given coffee and offered the post, subject to a formality of reference. My wife and I were invited to the Christmas concert the following week, and afterwards to a small tea party where met the parents of my future class of twelve boys, Juniors: seven girls and five boys. There were always be more than one point of view about private education, but to talk with just these children, to have time to talk, to listen, to work in depth, was to prove a privilege and a pleasure.

And so, on January 8 I found myself, the first-over male member of the staff, surveying my years on in the profession, surveying my classroom once more. A large room, with a double iron-framed locker desks, a wall of windows, BBC computers on the landing outside my door, and a sunny view over the two-acre garden. I took down the *Hills* we see in Spring poster (which had been displayed, unseen, for the past two months?), then pinned it up again. It would be appropriate, and in any case, over the years distributed to my colleagues most of my own resources; my own cupboard was woefully bare.

For years, it seemed, I'd taught only tentatively, filled in, stopped gaps and been there to deal with this, that and the other. Now I had them all day.

The secretary had left me a note: would I send down what stationery I needed? No more the freedom of the stock cupboard; no more the ease of ten with the publisher's rep. in the school kitchen. No more, either, the desk where I could delegate some of the administrative and financial management of their schools since unwise decisions made in these areas could adversely affect the education of the pupils. In some instances this managerial function created conflict with their educational function.

Many of the headteachers were well aware that they spent too little time planning, evaluating or keeping abreast of educational thought - tasks they all considered to be an important part of a headteacher's work. They found themselves gravitating towards the immediate and the trivial day-to-day organization and they inevitably adopted a crisis style of management, reacting to events.

I wouldn't have missed a day (well, two days) of the years as a head, but it's great to be back at the blackboard. And, what's more, I don't have come into my own. Think of my colleagues: these would be among the best days of your life.



Retirement at 53 enabled Roger Free to achieve his ambition of keeping ducks and to double again in the classroom.

FEATURES

Coming to a head

Even without teacher strikes and withdrawal of goodwill, headteachers are suffering increasing levels of stress, Rosalie Brown's research suggests.

Fewer teachers are now aspiring to be headteachers. The reason for this may well be that they see so many headteachers retiring early suffering from stress and exhibiting many of the symptoms of "burn-out" - low morale, frustration and an inability to meet all the demands made on their time.

My research, completed last year, reached the same conclusions as Dr Parkes at Oxford, reported in *The TES* January 17. The average working week during term of a small group of headteachers of comprehensive schools in north west England was 55 hours. None worked fewer than 46 hours and some worked over 60 hours.

These figures were thought to be a gross underestimate because on further questioning heads stated that they had excluded both time spent reading to keep abreast of educational developments (currently numerous and rapid) and time spent thinking and planning. All of the headteachers interviewed did some work during school holidays.

All complained of insufficient time in which to perform what they considered to be their essential tasks. Satisfaction did not seem to be gained from working such long hours but no one complained that the hours they worked were excessive. They felt that they allocated an appropriate amount of the time to most of their activities. One claimed to be satisfied with his allocation of time to all of his tasks and yet worked an average 50-hour week during term time.

There was a tacit assumption that an average working week of 55 hours was the norm for a headteacher. If a task was not completed while the school was in session it was taken home to finish.

Events during the day determined the quantity of work attempted during the evening. Any task requiring lengthy periods of uninterrupted concentration in solitude was not attempted at school. Thus, home became an extension of work and school occupied most of some headteachers' waking thoughts. Two even resorted to keeping notebooks by their bedside in which to record ideas occurring during the night.

All the heads I questioned taught. The time spent in the classroom was considered an enjoyable escape from other duties and they wished they could indulge in it for longer. Because they were at the apex of all the organizational structures they had constructed and were the people to whom everybody reported they were actively engaged in many of the mundane and trivial tasks associated with the day-to-day running of their schools. Their small teaching load ensured that they were available to attempt to solve most of the problems which arose.

They were, and expected to be, leaned upon heavily during every major or minor crisis. This, coupled with their attempts to operate an "open door" policy for pupils, staff, parents and all other visitors, ensured that they suffered constant interruptions. Forward planning of work schedules was impossible.

These headteachers were ambivalent towards their availability in school hours. They contradicted their stated inability to minimize their availability during school hours by teaching on a regular timetable basis. There was thus a difference between what they regarded as their "legitimate" (in class) and "illegitimate" (in study) unavailability and they bowed to the expected norm of "available if not teaching". They seemed to be paying a heavy price for their very protective attitude towards their staff.

There was also an understandable reluctance to delegate some of the administrative and financial management of their schools since unwise decisions made in these areas could adversely affect the education of the pupils. In some instances this managerial function created conflict with their educational function.

Many of the headteachers were well aware that they spent too little time planning, evaluating or keeping abreast of educational thought - tasks they all considered to be an important part of a headteacher's work. They found themselves gravitating towards the immediate and the trivial day-to-day organization and they inevitably adopted a crisis style of management, reacting to events.

They wished to consider the long-term, the important and to plan for the future and this conflict between what they were doing and what they wished meant many were suffering from stress.

There certainly seems to be a strong case for reconsidering the role and tasks of the head-

teacher. At the very least some fundamental questions are raised. Should headteachers teach at all? Should headteachers be instantly available to pupils, staff, parents and anybody who cares to visit schools on unscheduled visits?

Would not everybody in education be wise to realize that our most serious and valuable commitment is time and make more strenuous efforts to use it more efficiently? This becomes even more important when it is realized that those headteachers interviewed who seemed to be suffering least from stress had one thing in common - an outside interest which occupied a large proportion of their out of school hours.

The price in terms of wastage of talent and of human misery would seem to be very high if the problems of headteachers are not resolved as a matter of urgency.

Rosalie Brown is headteacher of a girls' comprehensive in the North West. She collected 100 questionnaires from heads in the region and interviewed over 20 as part of an M Phil taken at Manchester Polytechnic.

Not what we joined for

John Sturt outlines the new pressures on schools.

The fact is that the task we face in schools has become vastly more difficult, stressful and demanding over the last twenty years. It is no longer the job for which we were trained and certainly not that for which we conceived our original vocation. Some may think it is a more important job, even a more interesting one; but it is one we do now have the resources to carry out to the satisfaction of the rest of society.

But public opinion fails to see this. Society has largely changed its values in the wake of the new materialism and the loss of the old ethical guide-lines. The concept of parental responsibility, on which we used to bank, if it found at all has become more and more a quaint middle class virtue. The demise of this responsibility has led to an aggressive search for a scapegoat and schools have proved usefully available, just to hand, convenient, and usually too tactful to fight back.

Unfortunately, those who have abandoned standards themselves are still inclined to shout for them in others. Thus, society still bewails the passing of the polite youngster who stands aside for adults to pass, the neat youngster with tidy hair, the modest youngster with decorum, judgement and social taste, the honest youngster with respect for other people's property, the respectful and obedient youngster who defers to and honours his elders.

For the past 20 years and more I have fought bitterly for the more important of those lost qualities, as have the vast majority of my teaching colleagues. We have battled, been outflanked by the shifting standards of society, retreated a little and made a further stand, conceded something again and put our backs against yet another wall and fought again.

But we have been fighting a losing war. We have not been strong enough to prevail against the power of society's unconcern, against the might of sophisticated subtle and greedy advertising, against the erosion of family interest. I doubt if, in the circumstances, we could have won but we have certainly failed and it has been a painful experience.

I know that in other areas we have succeeded, but these count lightly in public relations terms. Even though we know that in many ways our schools are much better places than they were 20 years ago; more humane, fairer, more cultured, more relevant, more intellectually challenging; we are aware that in the public's eye we have failed.

To be honest we have not only fought for these lost qualities to please society, nor only because we ourselves believed in them, but also because they made the running of our schools so very much easier.

The change in the nature of children as reflections of society is a major factor in the increased difficulty of teaching and of managing schools, but there are others which seem at times almost as hard to bear. The demands of educational choice and the expectations raised are so great that we are always trying to offer more than we can really manage. The curriculum has expanded almost out of recognition, the demands of university entrance have sharpened painfully and on every side we are beset with unaccustomed emphasis on accountability.

In addition, schools are now so complex and resources so stretched that we are for ever

cobbling things up to struggle by. A long succession of what seem like mean and petty economies have sapped our confidence in our administrative and political masters. The demands of the very society that starves us of the means are strident for the results we would be hard pressed to produce however generous our resources.

Meanwhile, nothing else is standing still. Our attention is being called increasingly to come to

terms with new demands on our skill and enterprise. We are bombarded with the needs of unfamiliar intruders; of political education, consumer education, road safety education, ecological education.

And while we struggle with these we must take on board environmental studies, craft design and technology, structures, certificates of pre-vocational education, pneumatics, computer assisted learning, TVEI and GCSE. Now these are all good things, valuable things we should be taking seriously - but are there resources to launch them? Nor in most schools, not in mine. And the twentieth time you are told that there is no point in throwing money at a problem, and that more money is less important than the effective use of the money you already have, one comes close to an ungrateful retort.

I would not, however, have you think that we lose heart because of the needs of change. Many of us have worn the feather of innovator in our hats with pride. But the pressures mount and when one has not the resources to respond, the frustrations also. There is one further irony that hurts, and as the next election comes closer you will hear a lot about it. It is called "law and order", and if you are under that umbrella nothing is too good for you.

With the world as it is today, the teacher is the first authority figure the five year old recognizes outside the family. The school formulates the first set of rules and tries to establish the first set of behavioural guidelines for the developing child. The schools are often the only order in a young life, and try to inculcate the only law the child encounters in the formative years.

The school struggles to impose standards and enforce regulations. The teacher in your neighbourhood school may have one art tied behind his or her back, may be hamstringed through inadequate provision, may lack support in several directions; but that teacher is in the very forefront of the fight against anarchy and dishonesty, violence, crime and apathy. If we cannot hold law and order in the classroom, we shall not achieve it on the streets.

John Sturt is head of Knowles Hill School, Newton Abbot, Devon.

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MEDIA

Pleasure domes

Michael Clarke on an Open University series that peels away the historical layers of 'Art in 15th-Century Italy'

OPEN UNIVERSITY
Art in 15th Century Italy
BBC2, Saturdays.
Next programme February 22, 9.20am.

More conveniently timed than BBC's Open University programmes usually are, this 12-part series on the art and architecture of 15th-century Italy is on Saturday mornings and, judging by the fascinating historical, social, economic and technical information that was so clearly and easily conveyed in the first part, the 25 minutes duration of each is likely to leave viewers wanting more.

There are several reasons for this, not least the almost complete avoidance of a lecturing tone. Instead, we are guided through a maze of material to discover just how much there is behind the aesthetically-satisfying surface of early Renaissance art. That is to say, beyond the usual, insulated formalism towards a reconstruction of the context in which the works were commissioned and conceived, used and understood.

It is this peeling away of historical layers that holds our interest and allows the authors of each programme

to show the richness and complexity of their subjects. Florence is not the only centre to be dealt with; Ferrara, Pienza, Rimini, Rome and Venice are included. But in those programmes that do go to the city of flowers, viewers will witness the disentangling of the Renaissance environment from the Roman, medieval and modern one, and see how 15th-century architecture in the area grew out of the preceding Tuscan Romanesque, sometimes by adapting existing palaces.

So investigative an approach demands location shooting and that is another attraction of this series. Using video throughout to achieve a better monitoring of colour accuracy and clarity of detail, the camera work is excellent, whether it is offering an overall view, an enlarged fragment or a sequence of architectural spaces. The words and pictures are sensibly related, neither attempting what the other can do better. In the sixth programme, when the commentary tells us that the exterior of S. Spirito is not what Brunelleschi intended, we are taken between the curved walls and saucer domes of the side chapel interiors and the flat walls and roof outside.

Panel painting was the subject of the first programme, with David Bomford and Jill Dunkerton in the National

Gallery's restoration department meticulously following the instructions out in Cennino Cennini's *Il Libro dell'Arte*. Here, it was a matter of building up the several layers from the choice of wooden panel and its preparation with gesso to the final application of gold leaf and tempera paint. Each stage in this elaborate process was practically demonstrated and explained.

How many viewers knew of the mostly concealed process? That was used to bind the pigments, the some pigments like verdigris have often faded from green to grey, lapis lazuli, used to get a deep, brilliant ultramarine, was so expensive that it warranted a special clause in an artist's contract? No more, I am sure, than were familiar with the restoration of the tempera medium compared with oil paint or how the transition from the former to the latter was sometimes achieved.

For secondary school pupils and their teachers as much as Open University students, this was a pleasing start to what seems set to be a very rewarding experience. No art room school library can match the expertise or resources of the series and it is recommended to those studying history and sociology as well as the visual arts.

CONTINUING EDUCATION
The Parent Programme
BBC1, Mondays and Tuesdays 2.00 pm.

With recent stories of child abuse, the news that one child in five is near the poverty line, new studies of the stress caused to children by marital breakdown, and campaigns for more childcare facilities, there is a growing interest in bettering infancy. All too often the emphasis is on the negative and the other side of happy childhood, successful parenting, is either taken for granted or seen as unattainable.

The BBC's new series *The Parent Programme*, 20 programmes being shown twice weekly with a further series envisaged for next year, is aimed at supporting the good intentions of most parents rather than holding up the shining or nefarious examples of the wonderful or the wicked. In this it is moderately good.

The series certainly avoids the trap of flippancy which Channel 4's recent *Baby Baby* embraced, but instead it tends towards the drab. Fifteen minutes is not really long enough to get into many of the subjects (breast or bottle, say) which have to be covered, even if audience research showed that that is the maximum time any house-bound parent would spend in front of the telly. And the presenters, Miriam

Better parenting

O'Reilly and Francis Wilson, though themselves parents of a baby and a toddler respectively, are so calm and well presented that they seem a million miles away from the rough and tumble of life with the kids.

The programme attempts to offset this by following several real-life families, with a satisfactory mix of single parents, ethnic minorities and predominantly working-class personnel, as well as brief interviews with "experts". Though the experience which these parents relate is at least comparable to that of their audience and more immediately human than information in a book, it is necessarily short on the practical hints which a good health visitor could give.

The programme makers have tried to make up for this by operating a telephone referral service between 2.00 and 7.00 pm each Monday and Tuesday in England and Scotland. It will not give counselling but information on where help can be sought. This is an excellent idea, as is the back-up leaflet pack on how to enjoy playing with your child.

Argument without aggression

SCHOOL RADIO

Newscast
Radio 4 VHF, Thursdays 2.40 pm.

What can be shown, and what cannot, has been rather important in recent politics. While leaked letters (with approval or not) have provided a central element in undermining the government's credibility, broader questions of censorship and control have provided a backdrop of continuing debate. This whole question of censorship frequently causes considerable heat, yet last month's edition could be heard on the radio, and heard, in a convention on censorship and argument without aggression.

Although there was little common ground between the representative from the National Listeners' and Viewers' Association and a speaker from Yorkshire Television, and even less with the sixth-form audience, this discussion programme, like others in the series, showed that sober argument

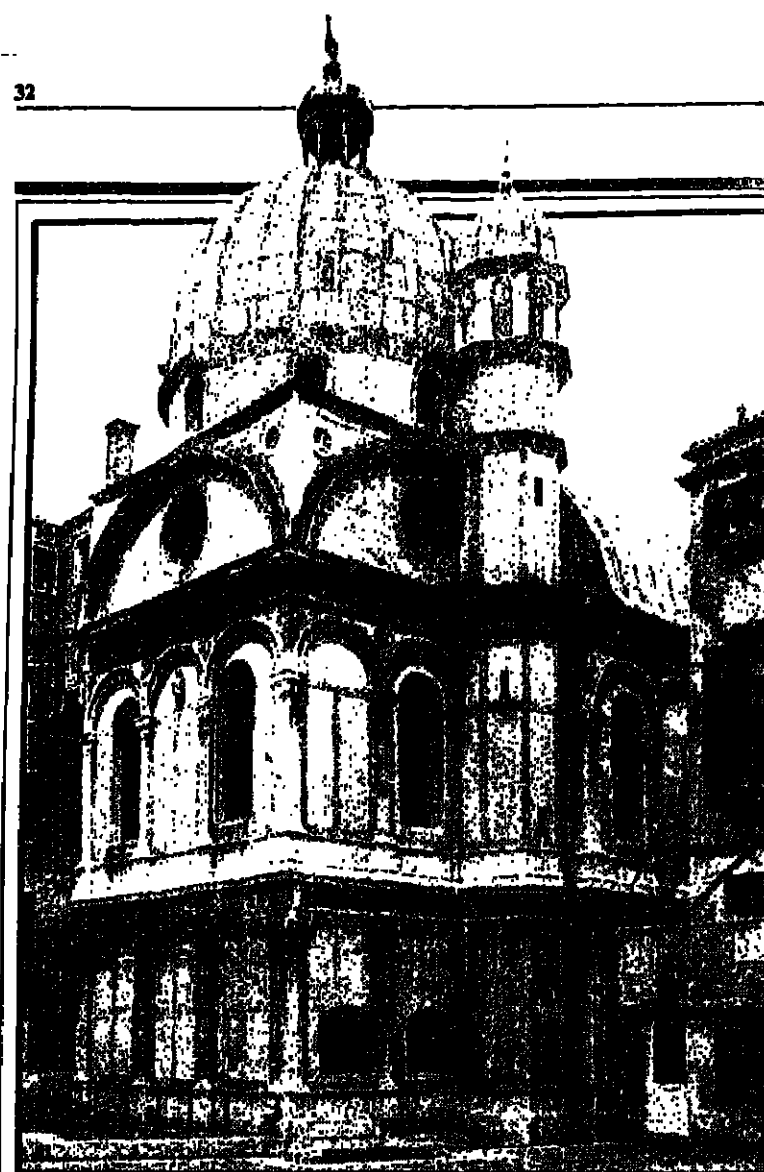
quietly liberating experience.

The discussion was not an exception either. Others have been equally effective, for example the revealing Newcastle debate in which three MPs managed to present their political positions on unemployment, without trying to lash each other when faced by questions and contributions from sixth formers whose awareness of the realities was patent.

There are other factors that make this an excellent current affairs series for sixth formers. Obviously useful, even crucial, to a good General Studies course, it provides valuable insights for A-level Government and Politics. It could also find a place on Economics and History A-level courses. The United Nations schools debate, for example, allowed highly committed discussion in a formal setting, while Gaddafi's leadership was analysed in greater depth and with more responsibility than by most of the adult media. Newscast's success is twofold. First, it gives the teacher factual evidence

understanding of a problem in the news. Second, the discussion provides a model for schools on how to debate sensitively, and how to debate about it. In part, to the restrained but in part, to the unrestrained but chaired by Libby Fawbert and preparation for the discussions. These programmes are just good school radio should be. In and out of the classroom. They are the presentation of argument, counter argument, ideas in action, commitments being tested. An excellent lesson in what education seminars could be. They are still mainly targeted on the 16-18 age group, including in further education colleges, to be seen as audience and participants.

James Brown

briefings
radio & tv

For schools

PAST THIRTEEN: CHOICES IN THE THIRD YEAR
(Mon 9.38, Thurs 11.22 BBC2)
Documentaries to help third years make the best option choices. The first three programmes emphasize the challenge of the new GCSE and the importance of looking beyond the fifth year.

HISTORY FILE
(Mon 10.38, Thurs 14.40 BBC2)
"Divided Ireland" is a two-part unit complementing the radio series.

VOIX DE FRANCE
(Monday-Friday, 00.30 VHF4)
This sixth-form series begins with advice to teachers, followed by two programmes on business people in France and two literary programmes about Molière, Hugo and Baudelaire.

WATCH
(Tues 11.00, Wed 14.00 BBC2)
"Then and Now" is a unit set in Edwardian Britain. Six to eight-year-olds learn what houses, shopping, work, travel and entertainment were like in their great grandparents' time.

FIRST STEPS IN DRAMA
(Thursday 9.50 VHF4)
The rest of this term finds seven to nine-year-olds in "The Hall of Mirrors". Simon and Linda discover a maze of mirrors at the end of the pier.

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Ticker Available For Recording From Sunday 9th February 1996

Approximate Transmission Times

12:00pm - 1:00pm
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GUILD LICENSING
 8 Royce Road, Peterborough PE1 5YU
 (0743) 315316

Late Charges (0733) 312152

SCHOOLS ABROAD
TOUR PROGRAMME
Please see centre 4 pages
for our advertisement

THE TIMES

part 2

Classified

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

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Headships

Other Appointments

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Masters/Mistresses

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Teaching Posts

Scale 2 Posts

Scale 1 Posts

Middle School Education

Headships

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Masters/Mistresses

Remedial and Special Needs

Teaching Posts

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Craft Design & Technology

English

History

Home Economics

Mathematics

Modern Languages

Science

Social Studies

Speech and Drama

Technology

Other than by Subjects

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Colleges

Heads of Department

Scale 2 Posts

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Secondary Education

Headships

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Colleges

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Scale 2 Posts

Scale 1 Posts

Secondary Education

Headships

SECONDARY ART & DESIGN

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING MANOR SCHOOL
BARKING, Essex
Tel: 0181 606 1100
Required for April 1986.
Assistant teacher with experience in Graphic Design for this well-established, successful department. To help establish the curriculum alongside already flourishing fine art courses.
Inner London Allowance. Social Security. 131222

CAMBRIDGESHIRE

EQUAL OPPORTUNITY
HINTON SCHOOL
HINTON, Cambs.
Tel: 01432 81111
Required for September 1986.
Assistant teacher of Art (Scale 1) with experience in textile, 6th Form, and a well-equipped Art room. Two part-time teachers. Applications from the Headteacher. An Equal Opportunity Employer. (1987) 131222

LINCOLNSHIRE

ASSISTANT ART
LINCOLN SOUTH PARK HIGH SCHOOL
BURNHAM SCALE 1
NOR 820
Assistant Teacher of Art required April 1986 to share the teaching of Art throughout the school. There are two well-equipped Art rooms, two pottery kilns and print-making facilities.
For forms/details send SAE to the Headteacher at the school, Lincoln South Park High School, Cross O'Cliffe Hill, Lincoln LN2 8PW. Closing date 24 February 1986. (131222)

SOUTH GLAMORGAN

COUNCIL
CARDIFF
18 Comprehensive & 6 Form City
ART & DESIGN - Scale 1 & SPA
Required April 1986 to share the teaching of Art throughout the school. There are two well-equipped Art rooms, two pottery kilns and print-making facilities.
For forms/details send SAE to the Headteacher at the school, Cardiff CF1 4JG, to whom applications should be returned within 10 days of the appearance of this advertisement.
Applications are welcomed from suitably qualified people, regardless of their sex, marital status, race, colour or disability. (1986) 131222

Classics

Scale 1 Posts

LONDON
Please see advertisement under Independent Schools. (1986) 131222

Commercial Subjects

Heads of Department

ESSEX
WENTWORTH SCHOOL
Wentworth, Essex
Tel: 01777 81111
Required for April 1986.
Head of Department of Commercial Subjects. Temporary for one term. (1986) 131222

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Wentworth, Essex
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Required for April 1986.
Head of Department of Commercial Subjects. Temporary for one term. (1986) 131222

Heads of Department

Heads of Department

NORFOLK

GT. YARMOUTH HIGH SCHOOL
Salisbury Road, Gt. Yarmouth NR30 4LB
N.O.R. 1001, 12-16
Mixed
Required April 1986.
Scale 2 (TVC) Head of Commerce and Retail Studies to take responsibility for commerce and retail teaching.
Apply by letter with full c.v. and names of two referees to the Headteacher at the school.
Closing date 31.2.86. (1986) 131218

Scale 2 Posts and above

BEDFORDSHIRE

SOUTHERN AREA
LEA MANOR HIGH SCHOOL
Northwell Drive, Luton.
Head: 0595 121
Head of Business and Commerce (Scale 2) for April 1986. or earlier if possible an enthusiastic and experienced teacher of Business Studies. Skills in an exceptionally well equipped department. Courses include Word Processing, Keyboarding, Understanding British Industrial Society, etc., and pupils and staff are supported by a BBC micro system. The school is a T.V.E.I. pilot school and has excellent supporting facilities.
Application forms and further particulars obtainable from the Headteacher at the school. (1986) 131220

ENFIELD

LONDON BOROUGH OF ENFIELD
ALBANY SCHOOL
Bell Lane, Enfield EN3 5PA
Required in September, an experienced teacher to be responsible for the development of keyboard skills and BUSINESS STUDIES in Years 10 and 11, and the Diploma in Office Studies in the sixth form.
Business Studies is part of the Computing and Business Studies Department. A fully equipped computer centre room will be created in September 1986.
Application forms (large S.A.E.) should be sent to the Headteacher at the school, Albany School, Bell Lane, Enfield EN3 5PA. Closing date 21st February 1986.
An Equal Opportunity Employer. (1987) 131220

BERKSHIRE

ROYAL COUNTY OF BERKSHIRE
MEADWAY SCHOOL
Reading, RG2 9AN
N.O.R. 1937
Required for April 1986, a well-qualified teacher, scale 1 or 2, to take charge of the office practice and short-term. Apply to Headmaster at the school for application form and details of the post. A stamped addressed envelope should be enclosed.
No Closing date.
An Equal Opportunity Employer. (1986) 131222

KNOWSLEY

COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

SANDWELL

BOROUGH COUNCIL
MENZIES HIGH SCHOOL
(11-18 Comprehensive)
Required for Summer Term 1986.
COMMERCIAL SUBJECTS - SCALE 1
With emphasis on practical training. Temporary for one term.
Letter of application stating full curriculum vitae and names of two referees should be sent to the Headteacher at the school, Sandwell, West Midlands. (1986) 131222

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Computer Studies

Heads of Department

BARNET

LONDON BOROUGH OF BARNET
HIGGINS ROAD S.C. SCHOOL
Higgin Road, Pinner, Middlesex HA5 2JG
Tel: 0181 845 2311
V.O.A. Head of Computer Studies (Scale 3) for April 1986. This is a new post with scope for further development. The school has a well-equipped computer room with BBC micro, and a dedicated staff. The school is a T.V.E.I. pilot school and has excellent supporting facilities.
Application forms and further particulars obtainable from the Headteacher at the school. (1986) 131218

BERKSHIRE

ROYAL COUNTY OF BERKSHIRE
FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road, Maidenhead SL6 1NG
N.O.R. 970
Required from 15th April 1986, a Head of COMPUTER STUDIES (Scale 3) capable of leading the development of the school's computer studies. The school has a well-equipped computer room with BBC micro, and a dedicated staff. The school is a T.V.E.I. pilot school and has excellent supporting facilities.
Application forms and further particulars obtainable from the Headteacher at the school. (1986) 131218

BUCKINGHAMSHIRE

EQUAL OPPORTUNITY
MILTON KEYNES AREA
The GUYL NEWPORT FANELL, MK14 0BJ
Required for April 1986, a well-qualified teacher to take charge of the development of computer studies in the school. The school has a well-equipped computer room with BBC micro, and a dedicated staff. The school is a T.V.E.I. pilot school and has excellent supporting facilities.
Application forms and further particulars obtainable from the Headteacher at the school. (1986) 131218

HAMPSHIRE

WOOLMER SCHOOL
Furze Platt Road, Southampton SO2 1JD
N.O.R. 980
Required April 1986, a well-qualified teacher to take charge of the development of computer studies in the school. The school has a well-equipped computer room with BBC micro, and a dedicated staff. The school is a T.V.E.I. pilot school and has excellent supporting facilities.
Application forms and further particulars obtainable from the Headteacher at the school. (1986) 131218

HEREFORD AND WORCESTER

COUNCIL
BRIDLEY MOOR HIGH SCHOOL
Redditch, Worcs. B97 5HT
(13-18, mixed, with 800 on roll including 100 in Sixth Form)
Required from April 1986, a well-qualified teacher to take charge of the development of computer studies in the school. The school has a well-equipped computer room with BBC micro, and a dedicated staff. The school is a T.V.E.I. pilot school and has excellent supporting facilities.
Application forms and further particulars obtainable from the Headteacher at the school. (1986) 131218

KNOWSLEY

COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

SANDWELL

BOROUGH COUNCIL
MENZIES HIGH SCHOOL
(11-18 Comprehensive)
Required for Summer Term 1986.
COMMERCIAL SUBJECTS - SCALE 1
With emphasis on practical training. Temporary for one term.
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HOUNSLOW

CRANFORD COMMUNITY SCHOOL
Hounslow, Cranford, Hounslow TW9 9PD
Tel: 0181 875 2013
Dip. Soc. Sci. (N.A.S.)
Head of Information Technology (Scale 3) for April 1986. This is a new post with scope for further development. The school has a well-equipped computer room with BBC micro, and a dedicated staff. The school is a T.V.E.I. pilot school and has excellent supporting facilities.
Application forms and further particulars obtainable from the Headteacher at the school. (1986) 131218

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
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Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

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To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

HILLINGDON

LONDON BOROUGH OF HILLINGDON
NORTHWOOD SCHOOL
Potter Street, Northwood, Middlesex HA6 1JG
Tel: 0181 845 2311
Headteacher: N. Chapman, M.A.
Number on roll: 1025
In sixth form
Required for Summer Term 1986, a well-qualified teacher to take charge of the development of computer studies in the school. The school has a well-equipped computer room with BBC micro, and a dedicated staff. The school is a T.V.E.I. pilot school and has excellent supporting facilities.
Application forms and further particulars obtainable from the Headteacher at the school. (1986) 131218

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

HILLINGDON

LONDON BOROUGH OF HILLINGDON
NORTHWOOD SCHOOL
Potter Street, Northwood, Middlesex HA6 1JG
Tel: 0181 845 2311
Headteacher: N. Chapman, M.A.
Number on roll: 1025
In sixth form
Required for Summer Term 1986, a well-qualified teacher to take charge of the development of computer studies in the school. The school has a well-equipped computer room with BBC micro, and a dedicated staff. The school is a T.V.E.I. pilot school and has excellent supporting facilities.
Application forms and further particulars obtainable from the Headteacher at the school. (1986) 131218

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

KNOWSLEY

RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L35 8XZ
1985 Boys and Girls, 11-18.
Scale 1
To prepare students for work in the modern office. Commerce/economics or other subsidiary subject could be accommodated.
Applications by letter with full c.v. and names of two referees by 21 February 1986. (1986) 131222

THE TIMES EDUCATIONAL SUPPLEMENT 7.2.86

SECONDARY CRAFT DESIGN & TECHNOLOGY

continued

BERKSHIRE

THALE GREEN SCHOOL
Thale Green, RG7 5DA
N.O.R. 1980
Required for April or September 1986, a well-qualified teacher to take charge of the development of craft design and technology in the school. The school has a well-equipped workshop with a high reputation and a dedicated staff. The school is a T.V.E.I. pilot school and has excellent supporting facilities.
Application forms and further particulars obtainable from the Headteacher at the school. (1986) 131218

BURY

METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
CRAFT DESIGN AND TECHNOLOGY - SCALE 1
Required for April 1986, a well-qualified teacher to take charge of the development of craft design and technology in the school. The school has a well-equipped workshop with a high reputation and a dedicated staff. The school is a T.V.E.I. pilot school and has excellent supporting facilities.
Application forms and further particulars obtainable from the Headteacher at the school. (1986) 131218

BRENT

LONDON BOROUGH OF BRENT
PEATON HIGGS SCHOOL
Stanley Avenue, Wembley, Middlesex HA9 6JG
Tel: 0181 805 80

INDEPENDENT
EDUCATION
continued

LONDON SE21
DULWICH COLLEGE
LONDON SE21 7LJ
Required for September 1986.
1986, a young graduate to
teach Economics to all levels in
the school. The school is a
department of 4 specialists.
About 70 boys and girls. Level
Economics in both Sixth Form
years. Ability to assist with
drama and interest in extra-
curricular activities will be an
advantage.
Dulwich has its own salary
scale, as soon as possible,
enclosing full curriculum vitae
and the names, addresses and
telephone numbers of two re-
ferences.
Further particulars, obtain-
able on request, will be sent to
all applicants. (19925) 182424

SURREY
REIGATE GRAMMAR
SCHOOL
Reigate Road, Reigate RH2
6QJ
(H.M.C. Independent, 790
boys aged 13-18 with 53 girls
in the sixth form).
Required for April or Septem-
ber 1986, honours GRADU-
ATE to teach the teaching of
ECONOMICS and BUSINESS
STUDIES in a strong depart-
ment offering a range of sixth
form courses to G.C.E. Advan-
ced level and beyond. Help
with extra-curricular activi-
ties. C.V. and names of two re-
ferences, enclosing a stamped
addressed envelope.
Salary scale post available for a
suitably experienced candi-
date. Although applications should
be sent as soon as possible,
please to receive applications
from newly qualified teachers
or those with recent relevant
experience in industry.
Further particulars may be
obtained from the Headmaster
to whom applications should
be sent as soon as possible,
giving full personal details and
the names and addresses of two
or three referees. (19925) 182424

WILTSHIRE
WARMISTON SCHOOL
(Co-educational Day and
Boarding School, 1986 pupils)
Required for September 1986 a
graduate to teach Business
Studies/Economics. Burnham
Scale 1. The ability to teach
Mathematics a strong recom-
mendation. A willingness to en-
ter fully into extra-curricular
activities important. The post
would suit a recently qual-
ified teacher.
Apply with C.V. and the
names, addresses and tele-
phone numbers of two referees
to The Master, Warmiston
School, Warmiston, Wiltshire
SN3 6AB. (19925) 182424

English

Heads of Department

WARWICKSHIRE
ARDENHURST SCHOOL
Blenheim Road, Arden
CV3 9JF
Required for September 1986,
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

Other Assistants

AVON COUNTY
STICOT SCHOOL
Wincoburn, Avon BS25 1PD
(Quaker co-educational
boarding school 270 pupils, 9-
13)
Required for September 1986 a
graduate to teach English to
the work of the department
throughout the school to A
level standard. Accommoda-
tion is available within school
grounds.
Salary according to Burnham
Scale 1.
Further details and applica-
tion form from the Headmas-
ter. (19925) 182424

BEDFORD

BEDFORD HIGH SCHOOL
(Girls' School Year Book -
Page 13)
Independent Girls' Day and
Boarding School, 1936
Pupils, 7-18 years

Required for September
1986 Assistant Teacher in
the English Department.
Candidates should possess
a good Honours degree in
English Language and Liter-
ature. Preference will be
given to candidates with an
interest or experience in
public speaking and de-
bate.
Please apply in writing to the
Headmaster with full
curriculum vitae, names and
addresses of two referees, a
contact telephone number
and enclosing a stamped
addressed envelope.
(19925) 182424

BUCKINGHAMSHIRE

STOWES SCHOOL
Buckingham
There is a vacancy in
September 1986 for a well
qualified English specialist
to teach at all levels in the
school. The school is a
senior school with a strong
academic department.
Applications, with curricu-
lum vitae and names of two
referees, should be sent
to The Headmaster,
Stowes School, Stowes,
Buckingham MK18 5BZ. (Tel: 0290
531544), from whom further
details are available.
(19925) 182424

CAMBRIDGESHIRE
THE PERKINS SCHOOL FOR
GIRLS
Required in September 1986,
a 2000 honours graduate in
English to teach English to
the subject through the
Senior School up to O Level, A
Level and Oxbridge entrance.
Applications giving full de-
tails of experience, and the
names and addresses of two
referees, should be sent to
The Headmaster, Perkins
School for Girls, Union Road,
Cambridge CB2 1BP by 15th
February. (19098) 182424

DEVON

ST. MARGARET'S SCHOOL
(Co-educational Day School,
1250 pupils, 3-16)
Required for September 1986,
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

SOMERSET

QUEEN'S COLLEGE TAUNTON TA1 4QS
HMC Co-educational Boarding and Day School

Required for September 1986

HEAD OF
ENGLISH

To lead a successful department and prepare for the
requirements of GCSE. An active interest in drama would
be an advantage.
Salary based on Burnham according to age and experience

Applications with full CV and names and addresses of
two referees to the Headmaster, from whom further
details are available. Tel: 0823 72559.

KENT
WEST HEATH
Sevenoaks, Kent
Independent boarding school,
150 girls 11-18
Required for September 1986
a graduate to teach English to
the work of the department
throughout the school to A
level standard. Accommoda-
tion is available within school
grounds.
Salary according to Burnham
Scale 1.
Further details and applica-
tion form from the Headmas-
ter. (19925) 182424

LEICESTERSHIRE

RATCLIFFE COLLEGE
Ratcliffe, Leicestershire LE12 8SQ
HMC co-educational day &
boarding school, 1986 pupils
Good Honours English gradu-
ate required for September
1986 to teach throughout
the school to University En-
trance standard. The school
offers a wide range of extra-
curricular activities. The
Headmaster will be pleased
to discuss applications in
writing, with curriculum vitae,
with curriculum vitae, to the
Headmaster, Ratcliffe College,
by 24th February. (19925) 182424

LONDON NW11
ENGLISH
Teaching post available at the
Manor Grammar School,
Beverly Gardens, London
NW11 5DG, as from Septem-
ber 1986. Scale post negoti-
able.
Interested applicants should
write to the Director
C.V. (19925) 182424

LONDON

QUEEN'S GATE SCHOOL
100 Gt. Portland Street, London
W1P 0JH
Required in September 1986
a graduate to teach English
to O Level, A Level, and
Oxbridge entrance. The school
is a well known day school
with a strong academic de-
partment.
Apply Principal, 133
Queen's Gate, London SW7
5LP with C.V. and names,
addresses and telephone num-
bers of two referees. (19925) 182424

NOTTINGHAM

HOLLYBUSH SCHOOL
Nottingham
Applications are invited
for the post of full time
teacher of English (up to
O level) which falls vacant
in September 1986.
The school is a well known
day school with a strong
academic department.
Applications giving full de-
tails of experience, and the
names and addresses of two
referees, should be sent to
The Headmaster, Hollybush
School for Girls, Union Road,
Cambridge CB2 1BP by 15th
February. (19098) 182424

PERTSHIRE

GLINALMOND
Required for September 1986,
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

PERTH

STRATHALLAN SCHOOL
Perth
Required for September 1986,
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

SHROPSHIRE

WREKIN COLLEGE
(Co-ed, HMC 340 Pupils)
Wanted for September 1986,
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

SOMERSET
MILLFIELD SCHOOL
Co-educational boarding
school of 300 pupils.
Required for September 1986,
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

SUSSEX

SEAFOORD COLLEGE
Pewsey, West Sussex GU18
5NJ
September 1986. Assistant
teacher required for English to
O level. Post suitable for
someone at the start of a
teaching career. Ability to help
with extra-curricular activi-
ties appropriate to a boy's
school. Further particulars and ap-
plication form from the
Secretary. (19925) 182424

WILTSHIRE

GODOLPHIN SCHOOL
Salisbury
Independent Boarding and
Day School for 300 girls aged
11-18
Required for September 1986 a
well qualified and preferably
experienced graduate to
teach English to O level and
Oxbridge entrance. A willingness
to contribute to the life of
the school is essential.
Burnham Scale 1.
Apply in writing giving
names and addresses of two
referees to the Headmaster
at the above address. (19925) 182424

Geography

Heads of Department

BOURNEMOUTH

TALBOT HEATH
Bournemouth
Independent (formerly Direct
Grant) School for 1986 pupils
aged 8-18 years: Sixth form or
170 girls (11-18), approx.
Required for September 1986
a well qualified and experi-
enced teacher as Head
of Geography. The school
is a well known day school
with a strong academic de-
partment.
Applications giving full de-
tails of experience, and the
names and addresses of two
referees, should be sent to
The Headmaster, Talbot Heath
School, Talbot Heath, Bournem-
outh, Dorset BH2 9JF. (Tel: 02043
71881, 19545) 182418

IPSWICH

ST. JOSEPH'S COLLEGE
Ipswich
Required for September 1986,
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

Other Assistants

BERKSHIRE
POLYFARM SCHOOL
Reading
Required for September 1986,
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

CHELTENHAM

CHELTENHAM COLLEGE
Cheltenham GL52 7LD
Required for September 1986
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

DEVON

ST. MARGARET'S SCHOOL
(Co-educational Day School,
1250 pupils, 3-16)
Required for September 1986,
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

LEICESTER
ST. MICHAEL'S GRAMMAR
SCHOOL
Leicester
Required from September
1986, a well qualified and
experienced graduate to be
Head of English in the Upper
School (13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

LONDON SW1

MORE HOUSE SCHOOL
22-24 Port Street, London
SW1X 9AA
Required for September 1986
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

MERSEYSIDE

ST. ANSELM'S COLLEGE
Manor Hill, Birkenhead
Merseyside CH43 1UQ
Required for September 1986
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

History

Heads of Department

BEDFORDSHIRE

THE DAME ALICE HARPUR
SCHOOL
Kempston Road, Bedford
MK42 9BX
Required for September 1986
a well qualified and experi-
enced teacher as Head
of History. The school
is a well known day school
with a strong academic de-
partment.
Applications giving full de-
tails of experience, and the
names and addresses of two
referees, should be sent to
The Headmaster, Dame Alice
Harpur School, Kempston Road,
Bedford, Bedfordshire MK42
9BX. (Tel: 0455 3111) 182418

HAMPSHIRE

STANDHURST EARLE
SCHOOL
Required for September 1986
a well qualified and experi-
enced teacher as Head
of History. The school
is a well known day school
with a strong academic de-
partment.
Applications giving full de-
tails of experience, and the
names and addresses of two
referees, should be sent to
The Headmaster, Standhurst
Earle School, Standhurst,
Hampshire RG26 0XN.
(Tel: 0708 5111) 182418

LANCASTER

BENTHAM GRAMMAR
SCHOOL
Bentham, Lancaster LA2 7DB
S.H.M.I.S.
Independent co-
educational day and
boarding school
for 320 pupils, aged 6-18.
55 in Lower Sixth
This position has arisen
due to the promotion of the
present Headmaster to the
Headship of Seneca's
Grammar School.
A Graduate Historian is
required to teach the sub-
ject to 'A' level. The ability
to teach to O level and
Oxbridge entrance is an ad-
vantage. The post is non-
residential but the successful
applicant will be expected
to assist in some way with
boarding house duties.
Applications, together
with full C.V. and names
and addresses of two
referees, should be sent
to the Headmaster.
(19925) 182418

LINCOLNSHIRE

STAMFORD SCHOOL
Stamford
Required for September 1986,
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

SURREY
THE ROYAL NAVAL SCHOOL
Hobart Road, Gosport
(GNA 300 Girls - 160 boys)
Required for September 1986,
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

SURREY

THE HURST SCHOOL
Independent Public School
for 1986 pupils
Required for September 1986
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

WILTSHIRE

BISHOP WORDSWORTH
SCHOOL
Salisbury
(Boys' Grammar, 48-
roll, 189 in A-level class)
Required for September 1986,
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

Other Assistants

BUCKINGHAMSHIRE
History teachers required for
unique summer school
under 18s.
(19925) 182418

HERTFORDSHIRE

ANKER SCHOOL
Hemel Hempstead
Required for September 1986,
a well qualified and experi-
enced graduate to be Head of
English in the Upper School
(13-16) and to co-ordinate
the English Department.
The school has a strong tradi-
tion of excellence in English
teaching and the Head of
English will contribute to
extra-curricular activities.
Applications by letter with
full C.V. and the names and
addresses of two referees must
be received by 24th February
1986. Further details from:
Mrs. Principal, Ardenhurst
School, Blenheim Road, Arden,
Suffolk IP25 5AB. (19925) 182418

SKI SCHOOLS ABROAD
IN '87

There should be a copy of our
new brochure in your staff
room already. If you do not
have a copy just ring 0444
414122 or 0444 459921.

IMMEDIATE AVAILABILITY

To find out what is available
and make a provisional
booking ring our Winter
Sports Reservation
Department

☎
0444 459921

ENJOY GREAT SKIING
with something for everyone

Great skiing begins with great resorts and that's where Schools Abroad makes it count! There is something for everyone in our new ski programme with what we believe to be an unrivalled choice of top rated centres, expertly selected with the young skier in mind, whether you want to choose from the incredibly low prices of top value Bulgaria or Czechoslovakia, our popular budget Italian resorts or from the super selection of the renowned Schools Abroad *Top Ten* resorts in France, Austria, Italy or Switzerland. The Schools Abroad *Top Ten* means big mileage, high level resorts with miles of pistes, powder snow, lots of sunshine and top accommodation. So whether you want the best nursery slopes for beginners, challenging circuit skiing, a friendly family hotel in a skidorf or superior accommodation in a purpose built centre, you will find what you are looking for in our new brochure. What's more you will find them all at the competitive prices which have made Schools Abroad the skiers' top choice.

Easter Skiing Easter in 1987 is late. Make sure of the best snow conditions by booking one of Schools Abroad's high level centres to get the best of the Spring snow.

WHAT'S NEW IN '87

SKI STATIONS As the leading ski operator in the UK it is our policy to bring you the best ski resorts at great value prices. For the '86 ski season we introduced 9 exciting new resorts in Czechoslovakia, France, Austria and Italy. Following this major introduction we have an additional 4 centres in our new '87 programme.

LA CLUSAZ We think La Clusaz is the prettiest resort in the French Alps. Great skiing on the 100kms of La Clusaz

circuit. Our officially 4-star rated Hotel Beauregard is right next to the lifts with doorstep skiing.
SERRE CHEVALIER Our Hotel Les Clos is about 50m from the main lifts right in the old village of Chantemerle. The hotel will be



Greyvenor Hall, Bolnisi Road, Haywards Heath, West Sussex RH16 4BX.
Telephone: Reservations - Haywards Heath (0444) 459921. All other calls - Haywards Heath (0444) 414122. Telex: 877156

completely renovated and refurbished to a high standard for the new season.

LES ARCS 2000 Another first for Schools Abroad! Stay at the top with us at the much sought after Arcs 2000 with doorstep shing right in the heart of this great ski circuit.

ANDALO We are back in this attractive Trentino village after a long absence. There are now much fewer hotels working with British schoolchildren and the lift system has been significantly improved.

OUR 4-TO-A-ROOM
SCHEME NEW

We have recently been finding out what you don't like about school ski courses! Top of your list was rooms for pupils that accommodated more than 4. So, we have renegotiated all our hotel contracts so that there is a maximum of 4 to a room in all our hotels and apartments. Our new scheme means that rooming arrangements are more comfortable for the pupils, there is less chance of damage or breakages and it is an important move in making Schools Abroad accommodation safer for school parties. For more details see our main brochure.

THE UNIQUE SCHOOLS
ABROAD 'EVENING PACKAGE'

At each centre there is a lively entertainment package based on the facilities of each hotel and centre to give you and the pupils a really great time. And you can pay us the low price in advance, in sterling, so you never have to carry lots of extra money or go through the tiresome routine of collecting money from the pupils at the centre. For more details see our main brochure.

...AND THERE'S LOTS MORE

You probably know all about the Schools Abroad BASI instructors who look after our groups in Le Corbier, Valmorel, Les Arcs, Les Menuires and Les Corbieres. We expect to have teams of BASI instructors in La Clusaz and Serre Chevalier and at our new resort of Les Arcs 2000. Your ski equipment is a vital part of your ski course. We want to bring you the best ski equipment available and as part of this policy we shall be arranging for the purchase of high quality brand new skis for the majority of our ski centres in '87. For more details see our main brochure.

JOIN US
FOR AN EXCITING PREVIEW
OF OUR '87 SKI SEASON

The '86 Schools Abroad Ski Road Show

Meet some of our ski team, head office staff and travel advisers. Find out all about our new and established ski centres, with complimentary wine and Continental cheese.

VENUE	DATE	HOTEL
Crawley, Sussex	3rd February	George Hotel, Crawley
Bell Common, Essex	4th February	Epping Post House, Bell Common
Leicester	5th February	Post House
Birmingham	6th February	Albany Hotel
Leeds	7th February	Metropole Hotel
Washington Tyne & Wear	10th February	Washington Post House
Manchester	11th February	Excelsior Hotel, Manchester Airport
Cardiff	12th February	Crest Hotel
Exeter	15th February	Rougemont Hotel
Winchester	14th February	The Wesssex Hotel
Bristol	20th February	Crest Hotel
Belfast	26th February	Drumkeen Hotel

A GREAT CHOICE OF SPECIALLY CHOSEN HOTELS AND APARTMENTS



Doorstep skiing in La Clusaz

Good accommodation is vital to the success of your ski course. We know that we need to keep prices down but maintain and even improve our standards from year to year. At Schools Abroad we are committed to a high standard of accommodation in our hotels and apartments. If you travel regularly with us you know that many of our hotels are top class and if you consider our Top Ten resorts some of the hotels are even luxurious. Close on 90% of our contracted hotel accommodation is in rooms with private facilities or where two rooms share private facilities. We have already told you about our '4-to-a-room scheme' - a significant advance in standards for school ski parties. We have a great range of high standard apartments in France and in La Thuile in Italy. We were the first to introduce apartment life to school groups and what a great success it has been. Schools Abroad also have their own grading system for accommodation. We give a detailed description in our brochure of each of our hotels and apartments. So that you can choose something to suit your requirements we carefully describe the accommodation and give it a rating of anything from 1 to 5. You will usually find a photograph of our hotels and apartments in the brochure to help you further.

LEYSIN

SWITZERLAND 4,700ft.-7,100ft.
1,446m.-2,185m.

Still the best all round ski resort - and with double the amount of skiing these days! This highly regarded resort has everything with its excellent lift system, now extended to include miles of extra pistes, plus its sunny, south facing slopes, reliable snow, fine all round sports facilities, leisure amenities and the unique services of the Leysin based Welcome Centre. This picturesque village has great skiing for all abilities.

OVRONNAZ

SWITZERLAND 4,550ft.-8,130ft. 1,400m.-2,502m.

A delightful, traditional picture postcard Swiss village with a great record for early and late snow. This French-speaking village has an idyllic setting amongst spectacular mountain scenery. It has a sophisticated and challenging lift system to suit all abilities. There is little or no queuing in this beautiful and totally unspoilt resort. A great friendly welcome and caring personal service from our hotelier, Serge Ricca and a special mention for his superb food.

MORGINS

staying at the friendly Hotel La Foret
SWITZERLAND
4,550ft.-7,670ft. 1,400m.-2,360m.

Morgins is the most in demand Schools Abroad ski centre. This quite delightful, picturesque Swiss village in its traditional Alpine setting is the best resort on the Portes du Soleil lift system. Enjoy great mileage skiing which will challenge the intermediate skier and expert and the superb village nursery slopes. Stay at a budget price at the friendly La Foret with a drink included with our evening meal. It all adds up to a great ski week on one of Europe's biggest and best lift systems and by staying at the cosy and comfortable La Foret you can do it on a tight budget! Morgins also appears as a Top Ten resort with more expensive accommodation at the superb Hotel Bellavista.

MÜHLBACH

AUSTRIA 5,000ft.-6,300ft. 920m.-1,921m.

A really great new find for Schools Abroad. A delightful Austrian village that has welcomed our skiers for years.

Serre Chevalier situated in the Oubaine Valley



- GREAT RESORTS

two seasons. The Brennerkopf chairlift adjoins our complex of hotels right in the centre of the village. Great skiing on the Hochkönig circuit connecting the resorts of Mühlbach, Dienten, Hinterthal, Arthaus and Maria Alm. Brilliant sunshine, reliable snow throughout the season and even until mid-May on the protected Arthaus slopes. Enthusiastic hoteliers, good accommodation and traditional Austrian hospitality.

STROBL AM WOLFGANGSEE

AUSTRIA 3,900ft.-6,200ft. 1,200m.-1,900m.

Stay in our magnificent hotel providing real luxury accommodation in Strobl right on the shores of the Wolfgangsee - one of Austria's loveliest lakes. Strobl is in the heart of the fabulous Salzburg lake area and is perfectly positioned between the two sunny ski areas of Postalm and St. Gilgen. Postalm has reliable snow in a superb bowl where magnificent runs for beginners and intermediates all converge on one central point with miles of easy skiing. Experienced skiers will enjoy the testing red and black runs on the Zwölferhorn complex at St. Gilgen.

ELLMAU

AUSTRIA 2,665ft.-5,950ft. 820m.-1,829m.

The lovely Tyrolean village of Ellmau enjoys a superb position in the heart of the Tyrol. Magnificent skiing on the extensive inter-connected lift system linking Ellmau with the vast Wilder Kaiser-Brixental Ski Grossraum. This typical unspoilt ski resort has a most picturesque location with an excellent range of amenities. Good accommodation at our original hotel, the Gasthof Alpenland and the new Hotel Hartlhuberhof. Close to the nursery slopes and the main

TAUPLITZ

AUSTRIA 3,000ft.-5,500ft. 900m.-2,000m.

Another great find for Schools Abroad. A delightful Austrian village that has welcomed our skiers for years.

SCHOOLS ABROAD Top Ten

Our Top Ten ski resorts feature what we think is the best skiing in France, Austria, Italy and Switzerland available to school skiers. The resorts that qualify for inclusion in our Top Ten must have particularly high quality or even luxury accommodation plus really big mileage skiing.

LA CLUSAZ

FRANCE 3,575ft.-8,450ft. 1,100m.-2,600m.

We think La Clusaz is the prettiest resort in the French Alps. There are traditional chalet buildings with lots of shops, bars and restaurants, great big mileage skiing on the La Clusaz circuit with well over 100kms of runs and more than 50 lifts. With Schools Abroad you stay in the best hotel in La Clusaz - the officially rated 4-star Hotel Beauregard next to the lifts with doorstep skiing. The hotel has magnificent lounges, a bar, its own basement disco, fine dining room and a great weekly programme of entertainment. Enjoy the really French atmosphere of the village but English style breakfasts every other morning and specially drawn up menus. It all adds up to great skiing and superb accommodation Schools Abroad style.

SERRE CHEVALIER

FRANCE 4,430ft.-8,500ft. 1,360m.-2,615m.

One of France's best ski resorts with the ski circuits of the villages of Chantemerle, Villeneuve and Monestier interconnected. Schools Abroad parties stay in the lovely old village of Chantemerle just 100m from the village centre and remarkably only 50m from three different lifts that whisk the skier to the upper slopes - a chair lift, a téléphérique and a bubble lift. The Hotel Les Clos is being renovated and refurbished to a very high standard boasting excellent facilities, efficiently run by our hand-picked staff, with special menus.

to a sunny ski paradise high in the peaks. Here there is a perfect basin for beginners and lifts and pistes in all directions for every ability, all returning to the central area a choice of testing and easy descents back to the main valley. Highly recommended.

GOSAU

AUSTRIA 2,500ft.-5,200ft. 750m.-1,600m.

Gosau, just 1 1/2 hours from Salzburg, is a charming and interesting ski resort in a peaceful, unspoiled farming valley. Our family-run hotel has doorstep skiing and the exciting opportunity of a challenging lift circuit covering three valleys. Plenty to do in the day and evenings.

WINDISCHGARSTEN

AUSTRIA 2,120ft.-7,800ft. 650m.-2,400m.

A great find with many groups booking to go back to this delightful picturesque village after our first highly successful season. Our first advice is to forget the height! Windischgarsten is in a real 'snow pocket' in Upper Austria with doorstep beginners skiing, easy access to extensive upper ski areas and a superb hotel with its own indoor heated pool. A resort that we highly recommend for its top quality accommodation, fine variety of skiing and reliable snow, all possible at what we think are sensationally low prices. All this plus the fine village sports complex with indoor tennis and squash.

SCHLADMING

AUSTRIA 2,438ft.-6,935ft. 750m.-2,134m.

The famous Austrian ski circuit which hosted the '82 World Championships is an established Schools Abroad favourite. Little wonder! This delightful ancient walled Austrian town boasts superb skiing, the famous World Cup Planai Downhill - reputed to be the fastest in the world - and our hotels are right on the slopes with direct access into the magnificent ski complex.

PEC POD SNĚŽKOU

CZECHOSLOVAKIA 2,470ft.-4,430ft. 758m.-1,363m.

An exciting, fascinating low cost addition to the Schools Abroad programme! The Giant Mountains enjoy a long season of consistently good snow. At Pec Pod Sněžkou you have a superb hotel close to extensive beginner and intermediate skiing as well as some testing red and black runs at the resort of Spindleruv Mlyn. A different and exciting resort that will provide you with a ski course in

VALMOREL

FRANCE 4,550ft.-7,810ft. 1,400m.-2,430m.

One of our original French resorts which continues to be a sell out each year! This imaginatively designed French village is built in traditional style with natural wood and stone around a quite delightful village centre. Superb modern apartment accommodation with nursery slopes right outside. Great powder snow and the best planned lift system we know.

LES ARCS 2000

FRANCE 5,250ft.-9,840ft. 1,614m.-3,226m.

Stay at the top with Schools Abroad! We are delighted to say that we are the first major British ski operator to obtain accommodation in the much sought after Arc 2000 - really the best location for skiers. Les Arcs is a purpose built French ski resort where all the amenities have been planned for the convenience of the skier, representing French skiing at its brilliant best. This incomparable and superbly famous international resort for the purist has over 80 lifts and 150kms of pistes.

LES MENUIRES

FRANCE 6,000ft.-9,300ft. 1,846m.-2,862m.

The great 'Trois Vallées' from Schools Abroad. An opportunity to ski this fabulous circuit considered by many to be the greatest interconnected lift system in the world including Meribel and Val Thorens. A sunny, high level resort with wonderful powder snow, that unique French ambience and our superb accommodation in modern apartments.

LES COCHES

FRANCE 4,060ft.-10,600ft. 1,250m.-3,262m.

Ski the great snowfields of La Plagne with its powder snow, glaciers and magnificent mountain scenery. Some of

our best modern apartment accommodation with access to nearby Montchavin - a sympathetically constructed ski station built around a genuine French farming village.

BADGASTEIN

AUSTRIA 3,523ft.-8,450ft. 1,084m.-2,600m.

Firstly it is sad goodbyes to the Hotel Gasteinerhof - disappearing as a result of the redevelopment programme - but welcome to the magnificent Hotel Bristol close to the town centre and the foot of the main Stubnerkogel lift. The lovely old Austrian spa town of Badgastein has become a great favourite with Schools Abroad parties. Although much of Badgastein is traditional, its modern amenities include a superb indoor and outdoor swimming pool complex, superb skiing in one of Austria's biggest and best ski circuits with five high level interconnected ski areas. Choice of lift pass.

LES COLLONS

SWITZERLAND 5,850ft.-9,824ft. 1,800m.-3,023m.

Great skiing on the 4-Vallées ski circuit - a remarkable high level system with 80 lifts linking a number of famous resorts including Haute Endaz, Thyon 2000 and Verbier. This simple Swiss Alpine village is in a spectacular setting with great skiing for all abilities. Excellent modern hotel.



Over 250kms of fantastic skiing in Badgastein

MORGINS

staying at the superb Hotel Bellavista
SWITZERLAND 4,550ft.-7,670ft.
1,400m.-2,360m.

Make the most of Morgins - our top rated Schools Abroad centre - with a stay at the quite superb Hotel Bellavista. Fantastic skiing on the Portes du Soleil system with great slopes for beginners and intermediates on the extensive village slopes. This well equipped and picturesque resort is always in great demand - early booking essential! The Hotel La Foret is also available at budget prices.

LA THUILE

ITALY 4,813ft.-8,586ft.
1,481m.-2,642m.

La Thuile is perhaps the perfect resort and a real skiers' paradise. The resort has quickly established itself as a Schools Abroad favourite for those who are prepared to pay

a little more for luxury accommodation, a truly delightful village with 80kms of high level skiing on the La Thuile lift system in the beautiful Aosta Valley, plus skiing at La Rosière now linked to La Thuile. Exceptional amenities for day and evenings in the Planibel Complex with its indoor ice rink, swimming pool, gymnasium, disco, TV lounges, card games and meeting areas.

WHERE WE MAKE SKIING COUNT

LE CORBIER

FRANCE 5,040ft.-7,570ft.
1,550m.-2,265m.

One of the best resorts that we know for school parties. Modern, well equipped apartments right in the middle of the village with our restaurant, ski shop and disco all in the same block. Room for use at certain times in the day and for evening entertainment. A superb range of nursery slopes right on the doorstep. Great intermediate skiing and a new lift covered on our lift pass for the 110kms of quite exceptional skiing on the 41 lifts of both Le Corbier and La Toussuire.

BULGARIA

During the last 13 years many thousands of young skiers travelling with Schools Abroad have enjoyed the reliable snow, brilliant sunshine and top class skiing that Bulgaria has to offer - all at rock bottom prices. If you think that low prices mean low standards then read on! The skiing is great with a continuous programme of expansion to the lift circuits, we regard the Bulgarian ski schools amongst the best and the hotels, food and resort amenities all add up to make Bulgaria a great ski adventure.

PAMPOROVO

BULGARIA 5,345ft.-6,355ft.
1,544m.-1,955m.

A lovely resort perched high in the Rhodope mountains in spectacular scenery with panoramic views over Greece and Turkey. Amazingly low prices in this popular sunny resort. Enjoy the interlinked shopping and leisure complex with its shops, cafes, bars, discos, luxury swimming pool with sauna and solarium, bowling alley, games area and concert hall. The budget-conscious can choose comfortable accommodation at Chelopez; whilst we still offer the popular Orpheus and Panorama hotels as well as the high quality Hotel Smolyan.

BOROVETS

BULGARIA 4,300ft.-6,870ft. 1,323m.-2,110m.

High level skiing in the beautiful setting of the Rila mountains. This internationally famous ski resort now has the new Rila Hotel/Apartment and Leisure Complex. Scheduled for completion in 1986 to give a fantastic range of facilities for the visitor. There are varied and exciting resorts for beginners and experts alike including the famous downhill ski runs used for World Cup and Europa

ANDALO NEW

ITALY 3,410ft.-6,920ft.
1,049m.-2,129m.

Schools Abroad were one of the pioneers of the attractive Trentino village of Andalo. We operated a large and successful programme to the resort, but so many other school operators used Andalo that the village became swamped. Now there are just a few hotels used by British ski operators and the lift system has been considerably extended. We are delighted to be back in friendly Andalo at our excellent centrally situated hotel.

TONALE

ITALY 6,130ft.-9,830ft. 1,886m.-3,025m.

A popular high level winter and summer ski centre with reliable snow and more than 84km of runs. Great spring time skiing with lifts and runs for all abilities with a particularly good beginners' area on the great expanse of nursery slopes close to the village. The ideal centre for any school party and the No. 1 choice in Italy for Easter skiing.

MONTE PORO

ITALY 4,225ft.-6,400ft. 1,300m.-1,900m.

Great value, low cost skiing in a friendly village with wide sunny slopes and an excellent small complex of interlinking pistes and lifts. The Hotel Bucaneve overlooks the village square and is close to the lifts and slopes. Good snow record with the efficient backup of a modern snow cannon. Highly recommended with rave reports from our first groups of the season.

FOPPOLO

ITALY 5,281ft.-7,085ft.
1,610m.-2,160m.

Schools Abroad are back in Foppolo with exclusive contracts at the highly rated and well positioned Hotel San Ambrogio and Hotel Cristallo - both under the same first rate management. Our parties will enjoy being right on the slopes of this superb high altitude ski village with exhilarating descents, ideal snow and long hours of sunshine. A great favourite with Schools Abroad skiers.

ARTESINA

ITALY 4,240ft.-6,800ft. 1,305m.-2,090m.

Doorstep skiing at one of our most successful and popular resorts. The friendly and well-organised Hotel Marguerite

BARDONECCHIA

ITALY 4,300ft.-9,120ft. 1,323m.-2,086m.

Powder snow, sunshine and off-piste skiing in magnificent Alpine scenery. Bardonecchia is one of Italy's top winter resorts with 3 superb ski areas all on our lift pass. Plenty to do in this pleasant town both by day and night. One of the resorts that brings back the same parties year after year.

SAN VALENTINO

ITALY 4,000ft.-5,160ft. 1,230m.-1,580m.

This friendly, well organised resort has been popular with school parties for many years and is now in demand as a Schools Abroad centre. Doorstep skiing and an easy connection to the La Pissa system. The hotel has a range of lifts close to the hotel serving great beginner and intermediate slopes. A really excellent hotel with a swimming pool, nighty disco and many other amenities for parties.

COLLE DI TENDA

ITALY 4,540ft.-7,150ft. 1,397m.-2,200m.

Great value skiing on a really big lift system. Ski the famous '3 Valleys White Reserve' - a quite superb interlinked lift system joining together Colle di Tenda, Limonetto and Limone - all on our great value lift pass. This is one of our best finds - a real skiers' resort in the sunny Maritime Alps - French speaking with low Italian prices! Highly recommended and a hotel to which parties return year after year.

VALTOURNENCHE-CERVINIA

ITALY 5,200ft.-12,480ft.
1,600m.-3,840m.

Ski Cervinia and stay in the traditional, old style village of Valtournenche set in the superb scenery of the Aosta Valley. Valtournenche's high level lift system links with the extensive upper slopes of the famous resort of Cervinia. And you have a choice - ski the Valtournenche lift system or pay a little more and ski the whole of the Cervinia circuit.

APRICA

ITALY 3,865ft.-7,550ft. 1,190m.-2,325m.

Another Schools Abroad World Cup resort well known to British skiers. Uncrowded nursery skiing at village level and the varied slopes and powder snow of the Palabione lift system. Plenty to do in the day and evenings with special mention for the modern swimming pool and sauna. Our popular hotels have been great favourites with our parties



Ski with Schools Abroad

INDEPENDENT EDUCATION

MORAY
GORDONSTOWN SCHOOL
Co-educational boarding: 180 girls (300 boys).
Required for September 1986: A well qualified graduate is required for September 1986 to teach MATHEMATICS throughout the school up to A-level. Candidates who can teach extra-curricular activities and involvement will be at an advantage. Possibility of salary scales: education for children; Aberdeen House (Gordonstoun prep school) and at Gordonstoun at great reduced rates. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Gordonstoun School, Invermoriston, Moray IV36 2RF, from whom further particulars can be obtained. (089901) 183424

PERTH
STRATHALLAN SCHOOL
MATHEMATICS
Wanted for September 1986, a qualified graduate to teach Mathematics throughout the school.
This position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Strathallan School, Perth, Perthshire, Scotland. (07562) 183424

SOMERSET
MILFIELD SCHOOL
Co-educational boarding: 1,200 pupils, including over 400 sixth formers.
Required for September 1986: A well qualified teacher of Mathematics up to A-level. Full involvement in the life of the boarding school essential. Enthusiasm for games and basketball considered a bonus.
Apply to Headmaster, Milfield School, Somerset BA15 6YD, giving curriculum vitae and the names of two referees. (09253) 183424

SUFFOLK
WOODBRIDGE SCHOOL
H.M.C. Co-educational, Day and Boarding.
Required for September 1986: Good Honours Graduate to teach Mathematics throughout the school. Further Maths and O-level standards. An interest in computing and a willingness to take a full part in the life of the school would be an advantage.
Apply by letter, enclosing C.V. and names, addresses and telephone numbers of two referees to the Headmaster, Woodbridge School, Woodbridge, Suffolk, Suffolk, from whom further particulars can be obtained. (09923) 183424

SUFFOLK
CULFORD SCHOOL
Bury St Edmunds, Suffolk. H.M.C. Co-educational, Day and Boarding.
Required for September 1986: A well qualified graduate to teach Mathematics throughout the school. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Culford School, Bury St Edmunds, Suffolk, Suffolk, from whom further particulars can be obtained. (09923) 183424

SUFFOLK
Required to begin Summer term 1986 full-time permanent teacher of Mathematics, Grade 11, for co-ordinating the work of the Department as a whole, to be for organising and sharing the teaching of French throughout the school up to Advanced Level and O-level. Entrance examinations. Please apply in writing to the Headmaster with a full curriculum vitae, names and addresses of two referees, a letter of introduction from the Headmaster, Culford School, Bury St Edmunds, Suffolk, Suffolk, from whom further particulars can be obtained. (09923) 183424

SUFFOLK
FRAMLINGHAM COLLEGE
Woodbridge, Suffolk IP13 9EY.
H.M.C. Co-educational, Day and Boarding.
Required for September 1986: A well qualified graduate to teach Mathematics throughout the school. Further Maths and O-level standards. An interest in computing and a willingness to take a full part in the life of the school would be an advantage.
Apply by letter, enclosing C.V. and names, addresses and telephone numbers of two referees to the Headmaster, Framlingham College, Woodbridge, Suffolk, Suffolk, from whom further particulars can be obtained. (09923) 183424

SUSSEX
ARDINGLY COLLEGE
H.M.C. Co-educational, Sixth Form 1986.
Required for September 1986: A well qualified graduate to teach Mathematics throughout the school. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Ardingly College, Ardingly, Sussex, from whom further particulars can be obtained. (09923) 183424

Modern Languages

Heads of Department

BEDFORDSHIRE
BEDFORD HIGH SCHOOL
Bedford, Bedfordshire. H.M.C. Co-educational, Day and Boarding. 1,030 Pupils.
Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Bedford High School, Bedford, Bedfordshire, from whom further particulars can be obtained. (0525) 183424

BRADFORD
BRADFORD GIRLS' GRAMMAR SCHOOL
HEAD OF GERMAN
Independent School
640 girls aged 11-18.
Required for September 1986: A well qualified graduate to teach German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Bradford Girls' Grammar School, Bradford, West Yorkshire, from whom further particulars can be obtained. (0547) 183424

BRISTOL
CLIFTON HIGH SCHOOL FOR GIRLS
Bristol BS8 3JD.
Head of Modern Languages
Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Clifton High School for Girls, Bristol, from whom further particulars can be obtained. (0274) 183424

Heads of Department

BLACKPOOL
ELMSIE GIRLS' SCHOOL
Blackpool, Lancashire. H.M.C. Co-educational, Day and Boarding. 1,030 Pupils.
Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Elmsie Girls' School, Blackpool, Lancashire, from whom further particulars can be obtained. (0525) 183424

SOMERSET
KING'S SCHOOL
Bristol, Somerset. H.M.C. Co-educational, Day and Boarding. 1,030 Pupils.
Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, King's School, Bristol, Somerset, from whom further particulars can be obtained. (0274) 183424

AVON COUNTY
SILFORD SCHOOL
Worcester, Avon BS25 1PD.
Head of Modern Languages
Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Silford School, Worcester, Avon, from whom further particulars can be obtained. (0925) 183424

Heads of Department

BLACKPOOL
ELMSIE GIRLS' SCHOOL
Blackpool, Lancashire. H.M.C. Co-educational, Day and Boarding. 1,030 Pupils.
Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Elmsie Girls' School, Blackpool, Lancashire, from whom further particulars can be obtained. (0525) 183424

RUTLAND
OAKHAM SCHOOL
H.M.C. Co-educational, Day and Boarding. 1,030 Pupils.
Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Oakham School, Rutland, from whom further particulars can be obtained. (0525) 183424

SOMERSET
WELLS SCHOOL
Wells, Somerset BA5 2JL.
Head of Modern Languages
Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Wells School, Wells, Somerset, from whom further particulars can be obtained. (0525) 183424

Heads of Department

SOMERSET
WELLS SCHOOL
Wells, Somerset BA5 2JL.
Head of Modern Languages
Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Wells School, Wells, Somerset, from whom further particulars can be obtained. (0525) 183424

ISLE OF WIGHT
Required in September 1986 a qualified musician who can offer violin and piano, and who can develop and train the school orchestra.
Apply to the Headmaster, Isle of Wight College, Newport, Isle of Wight, from whom further particulars can be obtained. (0248) 183424

LEICESTERSHIRE
UPPINGHAM SCHOOL
Following the appointment of a new Headmaster, Uppingham School is seeking a well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Uppingham School, Uppingham, Leicestershire, from whom further particulars can be obtained. (0533) 183424

Heads of Department

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Following the appointment of a new Headmaster, Uppingham School is seeking a well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Uppingham School, Uppingham, Leicestershire, from whom further particulars can be obtained. (0533) 183424

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Heads of Department

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WILTSHIRE
TEACHER OF MUSIC
Required for September 1986 a well qualified musician who can offer violin and piano, and who can develop and train the school orchestra.
Apply to the Headmaster, Wiltshire School, Wiltshire, from whom further particulars can be obtained. (0124) 183424

WILTSHIRE
TEACHER OF MUSIC
Required for September 1986 a well qualified musician who can offer violin and piano, and who can develop and train the school orchestra.
Apply to the Headmaster, Wiltshire School, Wiltshire, from whom further particulars can be obtained. (0124) 183424

Heads of Department

WILTSHIRE
TEACHER OF MUSIC
Required for September 1986 a well qualified musician who can offer violin and piano, and who can develop and train the school orchestra.
Apply to the Headmaster, Wiltshire School, Wiltshire, from whom further particulars can be obtained. (0124) 183424

Other Assistants
KENT
WESTHEATH
Sevenoaks, Kent TN11 3SR.
Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Westheath School, Sevenoaks, Kent, from whom further particulars can be obtained. (01793) 183424

Other Assistants
KENT
WESTHEATH
Sevenoaks, Kent TN11 3SR.
Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Westheath School, Sevenoaks, Kent, from whom further particulars can be obtained. (01793) 183424

Heads of Department

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WESTHEATH
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SURREY
REED'S SCHOOL
Godalming, Surrey.
Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Reed's School, Godalming, Surrey, from whom further particulars can be obtained. (01882) 183424

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Godalming, Surrey.
Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Reed's School, Godalming, Surrey, from whom further particulars can be obtained. (01882) 183424

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KINGSTON UPON THAMES
SURBITON HIGH SCHOOL
Surbiton Crescent, Kingston upon Thames KT1 2JT

HEAD OF MODERN LANGUAGES

For September 1986

To organise an active Department and co-ordinate the teaching of French, German and Spanish, to O, A and S level. The school has a thriving Sixth Form and is building new accommodation for Language Studies.

The applicant should have wide experience of teaching oral and written language to O level standards.

Please apply to the Headmistress with C.V. and the names of two referees.

(15154)

ST. BEDE'S COLLEGE
ALEXANDRA PARK
MANCHESTER
M16 8HX

Tel: 061-226-3223

St Bede's is an Independent Catholic Grammar School (770 on roll: 190 in the Sixth Form, including 40 girls).

Girls have been admitted to the Sixth Form since September 1984 and by September next there will be 70 girls in a Sixth Form of 220. From September next girls will also be admitted at age 11.

Required for September 1986:

HEAD OF FRENCH (SCALE 3)

The successful candidate will have had experience of teaching French up to O level and ideally, although this is not essential, would be able to offer German as a second language. This is an excellent career opportunity for an enthusiastic teacher to take over an already thriving department in a Catholic school. The Head of French will be second in the Modern Languages Faculty with French, German and Spanish are taught.

A promising Catholic preferred.

Further particulars are available from the Headmaster to whom a letter of application, full C.V. and the names of three referees must be supplied by 21st February.

(0972)

NORFOLK
RANTON HILL SCHOOL
West Runton, Norfolk

Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Ranton Hill School, West Runton, Norfolk, from whom further particulars can be obtained. (0124) 183424

SURREY
GUILDFORD SCHOOL
Guildford, Surrey

Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Guildford School, Guildford, Surrey, from whom further particulars can be obtained. (01483) 183424

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
Buckingham, Bucks HP11 1PE

Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Wycombe Abbey School, Buckingham, Bucks, from whom further particulars can be obtained. (01295) 183424

MORETON HALL
Weston Rhyn, Oswestry, Shropshire, SY11 3EW
(GSA, GBGSA)

This public boarding school for 330 girls with a large sixth form numbering almost 100 has embarked upon a major development programme to enhance its boarding provision. Two new boarding houses have just been completed and existing accommodation will be undergoing extensive refurbishment over the next few years.

In order to strengthen its pastoral structure the following important appointment is to be made from April or September 1986: Senior Sixth Form Housemistress. This is a senior post within the school and the salary placement will reflect this. It would be ideal if the person appointed were able to teach Religious Studies and to be responsible for the organising for corporate worship. Those offering any other subject will receive every consideration; the right personal and leadership qualities are of paramount importance.

In the event of a teacher of some other subject being appointed we would welcome applications for the post of Chaplain or Deaconess.

Applications, accompanied by full curriculum vitae and the names of three referees, should be sent to the Principal, from whom further details are available.

(15135)

ELLESMERE COLLEGE
ELLESMERE, SHROPSHIRE

(HMC Woodard - 150 in Sixth Form)

HEAD OF MODERN LANGUAGES

Required for September 1986 a well qualified teacher to be Head of Modern Languages.

Further information, plus application form, available from the Headmaster, Ellesmere College, Ellesmere, Shropshire, SY12 9AB.

(15154)

DORSET
SHERBORNE SCHOOL

Teacher of Spanish

There will be a vacancy in September for a graduate teacher of Spanish throughout the School.

An ability to teach French to at least O Level standard would be an advantage.

Applications with a C.V. and the names of two referees should be sent to the Headmaster's Secretary, Sherborne School, Dorset DT9 3AP.

(15154)

WARWICKSHIRE
WARWICK SCHOOL
Warwick, Warwickshire

Required for September 1986: A well qualified graduate to teach French and German to A-level and O-level. The position is ideally suited for someone willing to combine teaching with research. The school is a well established and has a strong reputation. The salary is commensurate with experience. Applications, plus the names and telephone numbers of two referees, to the Headmaster, Warwick School, Warwick, Warwickshire, from whom further particulars can be obtained. (01926) 183424

THE NORTH LONDON COLLEGIATE SCHOOL
FRANCES MARY BUSS FOUNDATION
SEPTEMBER, 1986

DIRECTOR OF MUSIC (SCALE IV)

To build on a fine musical tradition in new self-contained department.

Accommodation available in special circumstances.

Details on application to the Headmistress

The North London Collegiate School, Canons, Edgeware, Middlesex. HA8 7RJ.

(15154)

ST. PETER'S SCHOOL, YORK

DIRECTOR OF MUSIC

This important and challenging post, which will include responsibility for the music at St. Peter's School (H.M.C.) and its junior school (St. Oliver's), will become vacant in September, 1986.

Full details from the Head Master, St. Peter's School, York, YO3 6AB (Tel: 0904-23213).

(15154)

HEADINGTON SCHOOL, OXFORD

Independent day and boarding school for girls aged 10 to 18 (220 boarders in five houses)

Required September 1986

HOUSEMISTRESS

A mature and experienced person is required to fill the post of housemistress of Napier House, a boarding house of 40 girls aged 10 to 18, on the retirement of the present mistress who has held the post since 1978.

This is a teaching position and the salary will be on Burnham Scale 2 for a suitably qualified and experienced candidate and in addition full board and accommodation is provided free of charge during term time. A small charge will be made for the accommodation out of term if it is required.

Candidates should apply to the Headmistress, Miss E.M. Tucker, Headington School, Oxford OX3 7TD, stating their teaching subject and giving the names and addresses of two referees. Full details of the post are available from the Headmistress's Secretary and will be sent on request (telephone: Oxford 62711).

(15154)

LONDON BOROUGH OF ENFIELD EDUCATION DEPARTMENT

An Equal Opportunities Borough



SOUTHGATE TECHNICAL COLLEGE

Principal: Mr W A G Easton,
MA CEng FIMEche FRSA

DEPARTMENT OF EDUCATIONAL TECHNOLOGY - 2 posts

Ref: E2

DEPUTY HEAD OF DEPARTMENT/PRINCIPAL LECTURER IN COMMUNICATION AND GENERAL STUDIES

The person appointed will be Section Leader of the Communication and General Studies Section and will be responsible for the servicing of the wide range of courses.

An extensive knowledge of Further Education and a firm grasp of current developments in Work Related NAFE are essential requirements for the successful applicant. Proven experience in team leadership would be an advantage, as would experience in curriculum development and course design.

The successful applicant will deputise for the Head of Department as and when required. Precise duties across the Department would be decided in discussions with the Head of Department.

Principal Lecturer Salary Scale (including London Weighting allowance) £14,691 - £16,278 (bar) - £18,287.

Ref: E10

LECTURER GRADE II to teach COMPUTER STUDIES and DATA PROCESSING

The person appointed will be expected to teach on BTEC Courses 'A' level groups, and develop short courses to meet local needs.

The successful candidate will be the course organiser for a BTEC National Diploma Course and will be expected to take a leading role in the implementation of the new BTEC Curriculum.

Lecturer Grade II Salary Scale (including London Weighting allowance) £8,754 - £13,623.

An initial placing on these scales depends on qualifications and experience for both of the above posts.

Application forms and further details (SAE marked with job reference) obtainable from the Principal, Southgate Technical College, High Street, London N14 6BS to whom they should be returned within 14 days of the appearance of this advertisement. Applications from employees of the GLC or MCCs with relevant experience will be welcomed.

COLLEGES OF FURTHER EDUCATION continued

ESSEX

CITY OF COLLEGE OF TECHNOLOGY
Carver Road, Southend-on-Sea, Essex S86 6LS
(Tel: 0708 555951, Ext. 611)
Teaching staff vacancies to be filled with effect from 1st May 1986.

LECTURERS II Drama and Theatre Arts. Section offering full-time practical courses and separate 'A' level studies. Candidates should have a teaching and organising background, together with production experience.

Accounts and Information Technology Business Applications - to co-ordinate and develop BTEC Higher National Certificate courses and to undertake special developments within the Department of Management and Business Studies. Teaching subjects to be offered are Accounts, Information Technology, Business Applications, Law, People and Organisations.

Salary Scale: £8,076 - £13,945.

Further particulars and application form from the College Administrative Officer, to whom they should be returned not later than Monday 17th February 1986.

(95421) 220026

STAFFORDSHIRE

FURTHER EDUCATION COLLEGE OF FURTHER EDUCATION
RE-ADVERTISING
RE-ADVERTISING
RE-ADVERTISING

Applications should be made to the Principal, Stafford College of Further Education, Earl Street, Stafford ST16 2JL.

Closing date: 21st February 1986.

Canvassing will disqualify. Trade Union membership desirable. STAFFORDSHIRE COUNTY COUNCIL. 920096

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STAFFORDSHIRE

GRAMPIAN REGIONAL COUNCIL ABERDEEN REGIONAL COLLEGE OF COMMERCE

LECTURER II IN ACCOUNTING

Required to lecture in Accounting and related subjects to students following modular programmes for National Certificate awarded by SCOTVEC.

Candidates should hold a Professional Qualification Degree, or Diploma which includes accounting.

Salary Scale: £7,089 - £10,881.

Application forms from Director of Education, P.O. Box 100, Aberdeen AB9 2LU with whom applications should be made, should be returned by 24th February 1986.

ISLE OF MAN

ISLE OF MAN COLLEGE OF FURTHER EDUCATION
Hawthorn Road, Douglas, Isle of Man

Required from 1st September 1986.

SENIOR LECTURER CATERING
Required to act as Deputy Head of Department of Service Industries and to act as co-ordinator of the BTEC Diploma in Catering.

Applicants should hold a degree and/or professional qualifications with appropriate industrial and teaching experience.

Salary Scale: £12,945 - £19,453.

Further particulars and application form from the College Administrative Officer, to whom they should be returned not later than Monday 17th February 1986.

(95421) 220026

STAFFORDSHIRE

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RE-ADVERTISING
RE-ADVERTISING

Applications should be made to the Principal, Stafford College of Further Education, Earl Street, Stafford ST16 2JL.

Closing date: 21st February 1986.

Canvassing will disqualify. Trade Union membership desirable. STAFFORDSHIRE COUNTY COUNCIL. 920096

STAFFORDSHIRE

FURTHER EDUCATION COLLEGE OF FURTHER EDUCATION
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STAFFORDSHIRE



BOLTON METROPOLITAN COLLEGE

Principal: Colin R. Terry

Bolton Metropolitan College is a large, multi-site NAFE College with a broad range of provision from non-formal community education to technician level work.

Applications are welcomed from those with appropriate qualifications and experience for the following vacancies.

Faculty of Open Education

Lecturers grade I in General and Communication Studies

There are two posts for staff with competence in teaching Studies and Core Skills with a commitment to CPVE and their new developments.

LI - permanent post, arising from a Job Release application held by a post holder. Applicants must not be in a permanent employment at present; applications particularly welcomed from those who are registered disabled.

LI - temporary fixed term contract from 7th April, 1986 to 31st August, 1987, following the secondment of the existing post holder. Further details and application forms (to be returned by Friday 21st February, 1986) available from: The Chief Administrative Officer, Bolton Metropolitan College, Manchester Road, Bolton, BL2 1ER. Tel. Bolton 31411, Ex. 171.

BOLTON METROPOLITAN COLLEGE BOROUGH COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER.

STAFFORDSHIRE

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COLLEGES OF FURTHER EDUCATION continued

COUNTY COUNCIL

LANCASHIRE COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER

LANCASTER COLLEGE
Morecambe Road, Lancaster

SENIOR LECTURER - SOCIAL SERVICES

Formal/further details from/to the Principal at the College, 646, 648, 650, 652, 654, 656, 658, 660, 662, 664, 666, 668, 670, 672, 674, 676, 678, 680, 682, 684, 686, 688, 690, 692, 694, 696, 698, 700, 702, 704, 706, 708, 710, 712, 714, 716, 718, 720, 722, 724, 726, 728, 730, 732, 734, 736, 738, 740, 742, 744, 746, 748, 750, 752, 754, 756, 758, 760, 762, 764, 766, 768, 770, 772, 774, 776, 778, 780, 782, 784, 786, 788, 790, 792, 794, 796, 798, 800, 802, 804, 806, 808, 810, 812, 814, 816, 818, 820, 822, 824, 826, 828, 830, 832, 834, 836, 838, 840, 842, 844, 846, 848, 850, 852, 854, 856, 858, 860, 862, 864, 866, 868, 870, 872, 874, 876, 878, 880, 882, 884, 886, 888, 890, 892, 894, 896, 898, 900, 902, 904, 906, 908, 910, 912, 914, 916, 918, 920, 922, 924, 926, 928, 930, 932, 934, 936, 938, 940, 942, 944, 946, 948, 950, 952, 954, 956, 958, 960, 962, 964, 966, 968, 970, 972, 974, 976, 978, 980, 982, 984, 986, 988, 990, 992, 994, 996, 998, 1000.

Closing date: 20th February 1986.

POWYS

COUNTY COUNCIL
MONTGOMERY COLLEGE OF FURTHER EDUCATION
Department of Agriculture

Project for the development of the Monty Handicapped.

to develop a new horticulture/animal husbandry project.

Applicants are invited from professionally trained horticulture/agriculture to manage and prepare education and training programmes especially designed to serve the need to mentally handicapped persons.

The successful applicant will work under the direction of the Head of Department to develop a three hectare specialist horticulture project.

Candidates must have an understanding of the needs of mentally handicapped persons and possess the drive and enthusiasm to create and develop a completely new scheme.

The project will work to an extended college year and some horticulture academic times.

Further details and application form from Mr A. Morgan, Assistant Principal, Northampton College of Further Education, 87, Victoria Road, Northampton NN1 2JL. Tel: (0604) 400026

STAFFORDSHIRE

FURTHER EDUCATION COLLEGE OF FURTHER EDUCATION
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RE-ADVERTISING

Applications should be made to the Principal, Stafford College of Further Education, Earl Street, Stafford ST16 2JL.

Closing date: 21st February 1986.

Qualified Secondary Teachers

Your chance to go to Botswana for two years

The Botswana Ministry of Education has asked the British Council to find a further number of British teachers for their Community Junior Secondary Schools and Government Secondary Schools to teach the following subjects to 'O' level:

Main Subjects:
Mathematics • Physics • Chemistry • Integrated Science
• English • Woodwork and Technical Drawing •
Agricultural Science • Home Economics

Subsidiary Subjects:
Art, Environmental Studies. Assistance in the School Library would be an advantage.

An Attractive Opportunity
Botswana is a stable fast-developing country with an increasing number of schools being opened annually, where you can expect to teach students committed to learning. Posts will be available both in the main centres of population and in outlying villages.

Qualifications Needed
Essential: degree plus PGCE, Teaching Certificate or BEd, UK citizenship and a British educational background. Preferred age range 21 to 30, single or married teaching couples.

Starting Salary (£1 = P2.71 approximately)
BSc with PGCE P11,800
BA with PGCE or BSc with Cert Ed P11,284
BEd or BA with Cert Ed P10,779

Increments will be given for teaching experience. Salary review is currently taking place. Local income tax is approximately 11% single, 6% married.

A Tax Free Gratuity equalling 25% of salary will be paid on completion of contract.

Interviews will be held in London in March/April, for which travel and subsistence (within UK only) will be paid. If selected, you will be posted to Botswana in mid-August. Initial contract 2 years, which may be extended for 1 year by mutual agreement.

Benefits include outward and return passages; subsidised housing with 'hard' furnishings; car purchase loan scheme; medical insurance; installation grant; and a residential briefing course before departure.

Successful candidates may be able to negotiate secondment from their LEAs.

To apply, please write quoting ref BSA 06, to: The Teachers for Botswana Recruitment Scheme, Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.



YOUTH & COMMUNITY

continued

LONDON

Inner London Education Authority
YOUTH CENTRE
The Youth Centre, 100, Tottenham Court Road, W1P 0DT, is seeking a Youth Worker for the following post:

Post: Youth Worker (1st) for the following post: The Youth Centre, 100, Tottenham Court Road, W1P 0DT, is seeking a Youth Worker for the following post:

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OLDHAM

continued

OLDHAM CENTRE FOR COMMUNITY EDUCATION

Oldham Centre for Community Education
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Bahrain

St. Christopher's School IAPS

A complex of four distinct schools on three sites with over 1200 pupils mostly British. There are three extended schools serving nursery to 3rd year juniors and a middle school catering for 4th year juniors to 2nd year secondary pupils.

Applications are invited from qualified, experienced teachers for the following positions:

MIDDLE
Head of Department, Mathematics Scale 2
Experience in the private sector would be an advantage.

Mathematics Teacher Scale 1
With (in order of preference) PE, Computing, CIT & Humanities.

Art and CDT Teacher Scale 1
FIRST SCHOOL
2 Infants Teachers, Female, Scale 1

With experience in infants and first schools and preferably a special qualification in infant methods.

Lower Junior Teacher, Male, Scale 1
With (in order of preference) Science, PE/Gym, Humanities.

The positions are open to married male teachers, male teaching couples or single male or female teachers (where specified). A willingness to take part in after-school activities and the possession of skills which will add to the services provided by the school are essential.

Salaries start at approximately £8,000 tax free for Scale 1 posts plus allowances of £3,800 tax free. Full details will be sent to all enquirers. Free furnished accommodation, annual air fare, medical insurance and other benefits are provided.

Please apply to Mr. F.J. Smith, Gabbittas-Thring Services Ltd., 6-8 Sackville Street, London, W1X 2BR. Tel: 01-734 0181.

Gabbittas-Thring

Colegio Anglo-Colombiano

Bogota Colombia

This prestigious bilingual school requires the following staff for Summer 1986:

- Three primary school **GENERAL SUBJECTS** teachers, main subject English, interest in Maths/Science useful. One post will require a special interest in Curriculum Development, with the prospect of rapid promotion. Another will require good experience with girls' games.
- One EBL teacher (4-7 year olds). Candidates, preferably female, should have knowledge of Spanish.
- One EBL teacher (12-18 year olds) to IB language B level. Prospects of Promotion to language Studies Coordinator.
- One MATHS teacher, to IB Higher level.
- One CHEMISTRY teacher, to IB Higher level.

Candidates should be fully qualified, well experienced and prepared to make a full contribution to the life of a large and thriving school.

Benefits: Salary in range £7,500 - £11,000 p.a. (at present rate of exchange). Return fares, baggage and arrival allowances, medical scheme. 2 year contracts.

Interviews in London, during March. Please send C.V. and names of 2 referees to Miss D. Heard, Gabbittas-Thring Services Ltd., 6-8 Sackville Street, London, W1X 2BR. Tel: 01-734 0181.

Gabbittas-Thring

BERMUDA

SALTUS GRAMMAR SCHOOL

An independent grammar school for boys, with separate Junior and Preparatory Departments following British curricula. After G.C.E. 'O' level, most students go on to Senior Years, a preparatory class for U.S. and Canadian universities.

TEACHERS REQUIRED FOR SEPTEMBER 1986
SENIOR SCHOOL

- Computer Studies.
- The post involves teaching to G.C.E. 'O' level and Advanced Placement, a G.C.E. 'A' level equivalent course using Pascal. Duties will include responsibility for a thriving Computer Centre (Apple II), running courses in programming when required and assisting in the ongoing development of the school administration.

PREPARATORY SCHOOL
2. Teacher for Primary Years 1-3, qualified to teach all subjects including PE and Music. Knowledge and experience of modern educational methods essential. Applicants must be able to play the piano.

It is anticipated that the successful applicants will contribute to extra curricular activities and play a full part in the corporate life of the school. Reply as soon as possible to the Headmaster, Saltus Grammar School P.O. Box 2224, Hamilton B, Bermuda (Telephone No: 808-28-2877). Giving full particulars of age, marital status and children (applications from teachers with more than two dependent children cannot be considered due to an immigration regulation). Education, training, qualifications, experience, and, if possible, telephone number. Enclose a photograph, two testimonials, (a copy of marriage certificate, if appropriate), and the addresses of two professional referees to whom confidential application may be made. Detailed particulars of these posts, the school and living in Bermuda will be sent to those short listed, who will be interviewed in London in mid March. Contracts, in the first instance, are for two years.

Salary: B.Ed. Degree or Degree plus P.G.C.E. £23,234 - £30,178
Non. Degree plus P.G.C.E. £23,422 - £31,821

The Bermuda S is on a par with the U.S. & fully furnished accommodation can be provided at a reasonable rent. (18272)

IN-COMPANY
ENGLISH LANGUAGE
TEACHING

We are recruiting experienced English teachers for a client in the Frankfurt area.

Teachers will be employed by Euro-Sprachschulen-Organisation, a large private language school organisation in West Germany and will work on a permanent contract starting April 1986.

Applicants (23-35 years) should have a solid background in language teaching (RSA, PGCE, TEFL, MA, 'App. Ling').

Some knowledge of German and possibly a current driving licence.

Interviews will be held beginning of March in London.

Applications with C.V., qualifications and recent Photograph to: Euro-Sprachschulen-Organisation, c/o Dr. B. Bannister, Hauptstr. 26, D-8751 Stockstadt/Main, West Germany.

For further details and an application form please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

Gabbittas-Thring

Gabbittas-Thring

Gabbittas-Thring

OVERSEAS POSTS

continued

ISRAEL

THE ANGLICAN SCHOOL
Jerusalem, Israel
DEPUTY HEADMASTER
(SECONDARY)

Required for September 1986 for this English speaking Christian School serving an international community. Applicants should have departmental experience and be committed evangelists.

After orientation training for living abroad the successful applicant will begin work in 1987.

Please write for details and an application form to: The UK Agent, Anglican School, Jerusalem, 300 Clarence Road, St Albans, Herts AL1 4JJ. (193506) 460000

OREGON
TAMIS HELLINIC INTERNATIONAL SCHOOL
Athens, Greece

Teachers with a minimum of two years' teaching experience in the following areas are required for September, 1986: Chemistry 'O' and 'A' level; Maths 'O' and 'A' level; English 'O' and 'A' level; French 'O' level; General Science; Music.

Please phone Mr. George Sidiropoulos at Tamis Hellenic, (0832) 55255, F.O. 12-14, to arrange an interview. (193573) 460000

HOLLAND
RIJKE INSTITUUT VOOR HBO
Opleiding tot vertaler

The State School of Translation offers a four-year course in technical/scientific translation (tertiary level) to a limited number of students with ENGLISH, FRENCH OR SPANISH AS THEIR MOTHER TONGUE.

Requirements: examination certificates equivalent to the Dutch HAVO/VWO certificates. For details apply to: Dutch State School of Translation, P.O. Box 94, 6200 AZ Maastricht. Tel: 043-219945. (193485) 460000

Posts Overseas

Brazil
St Paul's School, São Paulo
Post 1: Teacher of Mathematics (SMP) for Senior School

Post 2: Teacher of Geography for Senior School

Posts 3 & 4: Junior School Teachers (General Subjects) for 7-9 age range

A British-type, independent, co-educational infant, junior and secondary day school with approximately 670 multi-national pupils.

Qualifications: candidates, single or married teaching couples, aged 25-35, must be British citizens with a UK degree and a postgraduate teaching qualification (or BEd) and at least 3 years' experience in all the subjects or age range to be taught.

Salary: in range Cr\$1,156,780-Cr\$1,028,950 per month (£1-Cr\$16,300 approx) according to qualifications and experience. Salaries are adjusted every 6 months in line with the cost of living index.

Benefits: expatriate allowance equivalent to £176 per month, annual bonus, medical scheme, fares and baggage.

Contract: two years, renewable, from August 1986. Guaranteed by the British Council.

Closing date: 28 February 1986. Reference: 85 K 90-102 T

Key English Language Teaching Scheme

The KEET Scheme is part of Britain's Aid Programme to developing countries

Sri Lanka

Lecturer in ELT, Pasyodun Korale College of Education, Kalutara

Duties: the postholder will work to the senior KEET Adviser at the Ministry of Education and will develop a course of language improvement for 'A' level holders at Kalutara teacher training college, and a methodology syllabus for the two-year course, using Teacher Education Project materials. He/She will also be required to assist with extra-curricular activities 3 evenings a week.

Qualifications: candidates, preferably aged 30-40, must be UK citizens with a British educational background. They should have a first degree, a teaching qualification and at least 10 years' experience, including 3 overseas in a developing country, and teacher training.

Salary: £8,763-£12,438 per annum, depending on salary level and marital status. Benefits: salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit; allowance; medical scheme; baggage allowance; employer's contribution to a recognised superannuation scheme or an allowance of 11 per cent of salary in lieu.

Contracts initially for two years with the British Council. Post tenable from June 1986 or asap. Closing date for applications: 28 February 1986. Reference: 85 K 90 T

For further details and an application form please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

Gabbittas-Thring

JOB OPENINGS FOR ENGLISH LANGUAGE TEACHERS

ENGLISH LANGUAGE CENTER

INSTITUTE OF PUBLIC ADMINISTRATION, RIYADH

PLACE: Riyadh, Jeddah, Dammam; Saudi Arabia.

DUTIES: 1. Teaching English as a Foreign Language. 2. Participation in production of supplementary materials. 3. Coordination of courses offered.

4. Contractual teaching load of 18 hours per week. Part of this load may be in the afternoon or evening, PLUS 17 hours per week for preparation and consultation with students.

QUALIFICATIONS: 1. MA in TEFL or Applied Linguistics with experience preferred; BA with three years of TEFL experience acceptable. 2. Experience in ESP. A background in computers also welcome. 3. Married teaching couples welcome.

BACKGROUND: All students enrolled in the program are Saudi civil servants. Some then are university graduates, but with little English background. Both general English and ESP are taught at the Center.

GOALS: To increase the trainees' efficiency in their work and enable them to benefit from training courses or study in which English is the medium of instruction.

CLASSES: An average of 18 students in each class.

FACILITIES: 1. A modern and well-equipped Media Center, 3 modern language labs, (Sony), video machines for classroom use, photocopier, etc. 2. A wide

OVERSEAS POSTS
continued

KENYA
BROOKHOUSE SCHOOLS LTD
Nairobi, Kenya
For 21st April, or as soon after as possible applications are invited for the following posts: Teacher of BIOLOGY & CHEMISTRY to London O Level. Please state other subjects offered.
Applications with full C.V. & photograph to be forwarded to Mrs J. Hardy, 10 Alderton Road, Gifford, Chippenham, Wiltshire, SN15 7JY (199707) 460000

KUWAIT

A Modern English medium school of 4 departments: S.G. Infant, Junior and Senior (pupils 2-18 yrs.) is now receiving applications for the following positions available September 1986:
INFANT & JUNIOR CLASS TEACHERS
Teacher of JUNIOR FRENCH (17-11 yrs.)
SECONDARY HEAD OF GEOGRAPHY
Head of Department of Geography, Specialist Teacher in English, Maths, Computer Science, General Science (Physics, Chemistry, Biology), Music, Drama.
Good conditions of service. Air tickets (annual) and accommodation provided by employer. Forward to: Mrs J. Hardy, 10 Alderton Road, Gifford, Chippenham, Wiltshire, SN15 7JY (199707) 460000

BULGARIA

TEACHERS OF ENGLISH GOVERNMENT ENGLISH MEDIUM SCHOOLS

DUTIES
To teach oral skills and conversation to pupils aged 14-18.

QUALIFICATIONS
Qualified secondary teachers, preferably of English language or English, with some experience in English language teaching.

SALARY
420 leva per month (1 = 1.41, 30% convertible to sterling).

BENEFITS
Free furnished accommodation, heating and lighting, airfare, baggage allowance.

CONTACT
1 year local contract beginning 1 September. Closing date for applications 7 March. Interviews 20 March.

Further details and application forms from: The Principal, Bulgarian School, Sofia 1000, Bulgaria. Tel: 01-486 5101. (199743) 460000

The Principal, Kuwait English School, Box 8440, Salmiya, Kuwait. (18458) 460000

ISTANBUL

BOGAZICI UNIVERSITY (THE UNIVERSITY OF THE SCHOOLS OF FOREIGN LANGUAGES)

English language teachers are needed for 1986-87 academic year. Teachers will teach in English medium schools. Candidates must have a degree in English language and a minimum of 5 years' experience.

One year contract with Turkish government. Net salary scale currently 160,000 TL to 265,000 TL. Vacation pay of 5-9 weeks per year.

Applicants should possess native speaker ability, university degree and preferably one year's TEFL experience. Further relevant experience and qualifications desirable.

Candidates will be interviewed for possible interviews to be held in London in April.

Send for application pack from: Director, School of Foreign Languages, Bogazici University, Babek P.K. 2, 80813 Istanbul, Turkey. 460000 (199708)

1 year local contract beginning 1 September. Closing date for applications 7 March. Interviews 20 March.

Further details and application forms from: The Principal, Bulgarian School, Sofia 1000, Bulgaria. Tel: 01-486 5101. (199743) 460000

The Principal, Kuwait English School, Box 8440, Salmiya, Kuwait. (18458) 460000

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The Principal, Kuwait English School, Box 8440, Salmiya, Kuwait. (18458) 460000

MEXICO CITY

INTERNATIONAL SCHOOL
A British International School of 1000 students is seeking teachers for the following posts:

Primary School
Teachers of English, Maths, Science, Art, Music, and Physical Education. Candidates must have a degree in Education and a minimum of 5 years' experience.

Secondary School
Teachers of English, Maths, Science, Art, Music, and Physical Education. Candidates must have a degree in Education and a minimum of 5 years' experience.

Teacher of English to 'C' level.
Candidates must have a degree in Education and a minimum of 5 years' experience.

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SPAIN

BELLVER INTERNATIONAL COLLEGE
Bellver, Spain
Requires 2 teachers for 1986-87 academic year.

Primary School
Teachers of English, Maths, Science, Art, Music, and Physical Education. Candidates must have a degree in Education and a minimum of 5 years' experience.

Secondary School
Teachers of English, Maths, Science, Art, Music, and Physical Education. Candidates must have a degree in Education and a minimum of 5 years' experience.

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RE-ADVERTISEMENT

Director of Education
£24,720 - £27,123 inclusive
(Plus car allowance, currently £1,321)

Hounslow is proud of its education service which has been progressively developed over the years and, since the present Director is retiring in March 1986, applications are invited from those who feel they could continue that development.

We are leaders in the field of nursery provision, and education policy in recent years has been to encourage a community approach with schools planning their own rate of development rather than following the prescriptions of the centre. Approximately 25 per cent of the pupil roll are bilingual and a great deal has already been done to meet that specific educational need and to integrate different ethnic groups.

In addition to administering the Education Service, the Director will be expected to play a full part in the corporate management of the Authority and we are therefore seeking professional and managerial skills of a high order. For further particulars and an application form please contact the Director of Personnel and Management Services, The Civic Centre, Langdon Road, Hounslow TW3 4DX. Tel: 01-570 7728 Ext. 3607 - Closing date: 21 February 1986.

Candidates who have previously applied will be considered. An Equal Opportunity Employer (19480)

Hounslow
An Equal Opportunity Employer

LONDON
BOROUGH OF EALING

Applications from employees of the GLC or MCCs with relevant experience will be welcome.

AREA ADULT
EDUCATION PRINCIPAL

£17,907 p.a. including London Weighting
To take overall responsibility for Adult Education provision in Ealing, Haverhill and Southall.

Various exciting new developments are taking place in the area. Applicants will need to initiate imaginative approaches, particularly in meeting the needs of Ethnic Minority Groups and the Adult Unemployed, as well as to maintain a substantial traditional Adult Education programme.

An ability to assist with in-service training arrangements would be an advantage.

Please quote reference: ED768

Closing date: 26.2.86

Application forms obtainable from the Personnel Office, Room A/204, Town Hall Annex, New Broadway, Ealing W5 2BY. Tel: (01) 840 1995 (24 hour service) (1943)

CAMBRIDGESHIRE

HUNTINGDON AREA
EDUCATION OFFICEAppointment of
Senior Education
Welfare Officer (HR23)

Applications are invited for the post of Senior Education Welfare Officer in the Huntingdon Area. Salary Scale 5, £7,820 - £8,897, according to qualifications and experience.

Application forms and further particulars can be obtained upon receipt of SAE from the Principal Administrative Officer, Gazeley House, Huntingdon, Cambs. Completed forms should be returned by 28 February 1986.

Re-advertisement: Previous candidates will be considered and need not re-apply. (1970)

EQUAL OPPORTUNITY EMPLOYER

OVERSEAS POSTS
continued

TURKEY
A private high school in Bandirma requires English teachers, preferably with a teaching diploma to teach English as a second language to Turkish students at elementary, intermediate and advanced levels.

The successful candidate will be responsible for:

1. Degree or equivalent in English or Modern Languages

2. TEFL diploma or equivalent

3. At least two years experience of teaching English as a second language

An initial contract of at least one year would be offered. Fully furnished accommodation would be provided and a competitive salary which would be negotiable depending on qualifications and experience.

Applications should include copies of relevant certificates and C.V. These should be made for the Principal, Kemal Pireli, Gazi Lisesi, Mudurlugu, Bandirma, Turkey. 460000 (19953)

TURKEY
School in Bursa requires 2 qualified teachers of English for immediate start. Degree plus P.G.C.E. or T.E.F.L. qualification. Free furnished accommodation plus salary. Air fare will be reimbursed. Minimum contract 4 months extendable to 1 year.

Written applications enclosing C.V. to be sent to: Nord-Asia International Ltd., Broome House, 182 Portland Road, Manchester M20 8QH. (199545) 460000

TURKEY
ISTANBUL English-Medium High School seeks qualified teachers Sept. 1986. English-Maths-Science (all levels). Free accommodation and facilities. Salary in accordance with qualifications.

Apply in writing enclosing recent photograph and C.V. to: Gazi Dogus Anadolu Lisesi, 11 Zeynep Kamil Cad. Akademi-Kadikoy-Istanbul, Turkey. (199525) 460000

TURKEY
Established English-Medium High School seeks qualified teachers Sept. 1986. English-Maths-Science (all levels). Free accommodation and facilities. Salary in accordance with qualifications.

Assistant Education Officer (Schools General)

Kent Grade 2 - £18,924 - £20,469

The administration of the Service in Kent is involved in a major change in its management structure and processes including the reorganisation of local administration into six new and enlarged Areas.

Applications are invited for this post, which is vacant as a result of the promotion of the present post holder to one of the new Area posts, within the Head Office of the Education Department to be responsible for policy matters relating to the management, curriculum and allocation of pupils to nursery, primary, middle and secondary schools.

Candidates will be expected to have proven experience of management at a senior level in the Education Service, to possess a degree or professional qualification at degree level and preferably to have had teaching experience.

Further particulars and application form returnable by 21 February from the County Education Officer (Ref. GIP), Education Department, Springfield, Maidstone, Kent ME14 2LJ, telephone: Maidstone (0622) 671411, ext 2481. (00016)



DIRECTORATE OF EDUCATION

SENIOR CAREERS OFFICER (EMPLOYMENT SERVICES)

SALARY: £9,672 to £10,284 per annum inclusive (Scale 6)

Applications are invited from suitably qualified and experienced Careers Officers for this post.

The Officer appointed will undertake the full range of Careers Officer duties and in addition will have a particular responsibility for the co-ordination and development of the Service's work with employers and employer organisations. The ability to initiate and plan, communicate effectively and to motivate other staff is essential. Some experience of work with older and able pupils would be helpful.

This is an opportunity to work for a forward looking Service operating from a modern, purpose built Careers Centre.

Application forms and further details available from: Educational Services Secretary, Town Hall, Crawford, Kent DA1 4EN (Tel: 01-303 7777, Ext. 542/543). Closing date 28th February 1986.

This post carries a Casual Car User Allowance; and relocation assistance is available.

Applications from employees of the GLC or MCC with relevant experience would be welcome. (00016)

Bexley London Borough

BEXLEY LONDON BOROUGH

1) TVEI PROJECT DIRECTOR (SOULBURY GROUP 9)

Required for Summer Term 1986, to initiate and implement Bexley's TVEI scheme which will operate from September 1986. Applicants should have successful teaching experience (Schools of FE) in relevant disciplines together with leadership and management skills of a high order.

2) TVEI - ADVISORY TEACHERS - SENIOR TEACHER (3 POSTS)

Required for Summer Term 1986, to form a central support team for Bexley's TVEI scheme which starts in September 1986.

Applicants should offer one or more of the following:-

- 1) Technology
- 2) Business Education
- 3) Information Technology
- 4) Understanding British Industry

Proven record of successful teaching and curriculum development essential.

Further details and application forms available from Chief Education Officer for Schools (T7), Town Hall, Crawford, Kent DA1 4EN. (Please enclose foolscap SAE). Closing date 17th February 1986. (00016)

ADMINISTRATION L.E.A. - Continued

Lancashire County Council

An Equal Opportunities employer

ADMINISTRATIVE ASSISTANT (FURTHER EDUCATION)

Salary scale: PO 43-48, £14,748 to £15,831 p.a. County Hall, Preston.

Applications are invited for the above post in the Lancashire Education Service.

Applicants should have experience in teaching and management, preferably in further education; a business background is desirable together with good qualifications.

The post will be concerned with the development of activities to attract external funding for activities in the further education sector, including adult education and the Youth and Community Service with particular emphasis upon securing support from appropriate EEC programmes.

Application forms and further particulars are available from the Chief Education Officer, Education Department, PO Box 61, County Hall, Preston PR1 8RJ (SAE please) to whom completed forms should be returned quoting Ref: CO.251/1/JJ.

Closing date: 21st February 1986. (00016)

Development Officer - Educational Provision for the Unemployed (ESG funded)

Lincoln Head of Department II £13,398 - £15,102

The Lincolnshire LEA is seeking a Development Officer to identify and evaluate the educational needs of the unemployed in the County and to formulate a strategy for the continuance of appropriate provision. The tasks will include the establishment of a network of all those possible providers of education, the development of a computerised database of education and training provision locally, and the dissemination of information about available opportunities in a rural context.

Applicants should be graduates, or the equivalent, have an awareness and experience of working in the education sector, be self-motivated and demonstrate an understanding of the educational needs of and problems faced by the unemployed of all ages.

The project is funded through a DES Education Support Grant for the period of 1 April 1986 to 31 March 1988 and will be subject to review at that stage. The postholder will be based in County Offices, Lincoln.

Application forms and further details are available from the Director of Education (Ref PCO), County Offices, Newland, Lincoln.

Closing date: 18th February 1986. Date of Interviews: 27th February 1987 (EDX2). (00016)

Lincolnshire County Council

EDUCATION DEPARTMENT Assistant Education Officer (Schools)

The holder of which will assist the Principal Assistant Education Officer for Primary and Secondary Education in a range of duties covering the whole spectrum of schools work but with a particular emphasis on staffing matters. Applicants should be graduates with teaching and administrative experience.

Salary PO Grade 1/1: £15,831 - £18,432 + £213 fringe area allowances.

Application forms and further particulars are available from the County Education Officer, County Hall, Hertford, SG13 8DF, quoting reference DMS/36. Closing date: 28th February 1986. (00016)



EDUCATION DEPARTMENT

T.V.E.I. PROJECT DIRECTOR

Salary: £15,702 - £17,001 inclusive of London Weighting

In September 1986 the Authority will launch a T.V.E.I. project involving six secondary schools, subject to a final contract being signed by Manpower Services Commission.

Applications are invited for this new post to lead the Barking and Dagenham T.V.E.I. programme. The post offers an exciting opportunity to an enthusiastic and committed person to implement and develop the Authority's proposals.

Applicants should have substantial teaching experience at management level in secondary and/or further education with a record of successful curriculum innovation. Experience of working with or in industry and/or commerce would be an advantage. The successful candidate will be required to take up post from Easter 1986 or as soon as possible thereafter.

Application forms and further particulars are available from Chief Education Officer, Town Hall, Barking, Essex. (Telephone No: 01 694 3880 Ext. 1). Please enclose S.A.E.

Closing date: 21st February 1986. (00016)



T.V.E.I.

Curriculum Leaders

Senior Teacher Scale £9,915 - £13,395 plus £878 London Allowance

The Authority has made a successful submission to the Manpower Services Commission to implement a Technical and Vocational Education Initiative from September 1986.

The T.V.E.I. Curriculum Leaders will be appointed from 5 April 1986 or as soon as possible thereafter to be responsible for the following areas:

- Technology
 - Business
- Both posts will include a high level of information technology within the subject area. The responsibilities will include course planning, tutoring of INSET, team teaching in schools and monitoring progress.

Applicants should be graduate qualified teachers/lecturers able to contribute enthusiastically to the curriculum support and development appropriate to the implementation of the Authority's proposal.

Both appointments will be on a permanent full time basis in the service of the Authority, with the offer of appropriate alternative employment should TVEI cease in August 1991.

Application form and further particulars available from Director of Education (Ref AT/TVEI/ARCC), The Grove, Carletonville, Surrey SM5 3AL. (see please). Closing date: 18 February 1986. (00016)

LONDON BOROUGH OF

SUTTON

WOLVERHAMPTON BOROUGH COUNCIL

EDUCATION DEPARTMENT

INSPECTOR/ADVISER (PHYSICAL EDUCATION)

Soulbury HT (£14,864 - £16,583)

Applications are invited from suitably qualified and experienced persons for the post of Inspector/Adviser (Physical Education) who will carry subject responsibilities throughout the Borough and also have responsibility for a group of schools. The successful candidate should have good academic and professional qualifications and wide experience of a variety of situations including the holding of a senior post in a school or tertiary college. Experience of advisory work through local education would be an advantage.

Application form and further particulars from Director of Education, Civic Centre, St Peters Square, Wolverhampton WV1 1RR. Closing date 17th February 1986.

Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's race, ethnic origin, sex and from people with disabilities who have the necessary skills and experience to do the job. Applications from employees of the GLC or MCC will be welcome.

WOLVERHAMPTON

APPOINTMENT OF ADVISORY TEACHER FOR BUSINESS EDUCATION

(Senior Teacher Scale)

Required from 1st April 1986

Advisory Teacher for Business Education

In the first instance the majority of the work would be in connection with the Authority's TRIST submission for the improvement of Business Education in its secondary schools, but from September 1986 the successful candidate will become increasingly involved with the Authority's TVEI scheme, co-ordinating the business education elements of the project.

Candidates should be well-qualified and have experience in secondary education. Experience in industry or commerce would be an added advantage, and commitment to the introduction of modern technology into business education is essential. The authority has already embarked on a substantial capital programme for the introduction of micro-computers across the curriculum in all its secondary schools and it is intended that a significant input in the business studies field should take place in the next two years.

Men and women interested in the post are invited to telephone Barry Hughes (TVEI Project Director) on 01-553 5584 for an informal discussion. Further written details and an application form are available from Mr. K.G.M. Ratcliffe, Director of Educational Services, 285/289 High Road, Ilford, Essex IG1 1NN (Tel: 01-478 3020 Ext. 193).

Closing date for return of applications will be 17th February and it is anticipated that interviews will be held during the week beginning 24th February. (19836)



City of WAKEFIELD METROPOLITAN DISTRICT COUNCIL

TVEI PROJECT CO-ORDINATOR

Salary: Headteacher Group 9

The Manpower Services Commission has approved in principle the Authority's proposal for a TVEI project to begin in September 1986.

The Authority is seeking to appoint, from 1 April, 1986, or as soon as possible thereafter, a Project Co-ordinator to manage the overall organisation and administration of a wide range of resources and to lead a small team of staff in the development of the Project for a period of five years.

Application forms and further details available (on receipt of a stamped addressed envelope) from the Chief Education Officer, 8 Bond Street, Wakefield, WF1 2QL by whom completed applications must be received not later than 14 days from the date of this advertisement. (0583)

ADMINISTRATION - LEA continued

MERTON LONDON BOROUGH OF

T.V.E.I. PROJECT

SCHOOL CO-ORDINATOR

Burnham SCALE 4 + Junior London Allowance £1,058

The LEA's TVEI project begins in September 1986. It will involve four schools and the FE College. The schools are: Curtis High School (mixed), Tenworth Manor High School (mixed), Richards Lodge High School for girls and Raynes Park High School for boys.

A Co-ordinator is required for each school from the start of the summer term and although he/she will be a full member of staff of that school, he/she will be expected to spend some time in other project schools as well as being part of the LEA's TVEI project co-ordinating team.

Applications are invited from suitably qualified and experienced teachers and lecturers who can offer some expertise in one of the following areas: Information Technology, Design & Technology, Business Studies, Personal & Community Services.

Candidates are asked to express a preference for a particular school but also indicate whether they would be willing to work in any of the four schools.

Further particulars from the Director of Education, Crown House, London Road, Morden, Surrey SM4 5DX. Please enclose a stamped addressed envelope.

Closing date: As soon as possible.

Merton is an equal opportunity employer. 480000 (19854)

Child Care

SUFFOLK

Residential Homeowner required for school catering for 100 children with special needs. Appointment to commence 1st April 1986. Salary by negotiation. Apply to: Kesteven Hall School, Avington Road, Kesgrave, Suffolk IP8 7JG. 024755 199183 540000

Educational Psychologists

COVENTRY CITY OF COVENTRY SENIOR EDUCATIONAL PSYCHOLOGIST

£14,664 - £15,963 per annum

Applications are invited from suitably qualified and experienced educational psychologists for this senior post in a well established Schools Psychological Service which operates within a Child Guidance Centre unit.

The successful candidate will be expected to take up the post as soon as possible.

Application forms and further particulars from the Director of Education, 16 Broad Street, Coventry CV1 5RN. Tel: 0455 55555, Ext. 9054. Returnable by 21 February 1986.

AN EQUAL OPPORTUNITY EMPLOYER. (13873) 560000

EDUCATION DEPARTMENT

Senior Careers Officer

SO1 £10,668 - £11,331

Operating from attractive and well appointed centralised premises, Bromley Careers Service is seeking an experienced and innovative Careers Officer to lead a team of three or four working in a quota of schools and colleges throughout the Borough. Duties will include the supervision of the arrangement of annual programmes of group work and interviews as well as carrying out the full range of professional duties. At the Careers Centre, Team Leaders supervise the duty and level of ability. If they have not already done so, applicants will be expected to acquire a thorough knowledge of higher and further education provision. Applicants must hold the Diploma in Careers Guidance.

For further information and an application form please contact Chief Personnel Officer, Bromley Civic Centre, Rochester Avenue, Bromley BR1 3JH. Tel: 01-290 0324 (24 hour answering service).

Applicants from employees of the GLC or MCC with relevant experience will be welcome.

Closing date: 21st February 1986. (0641)



Education

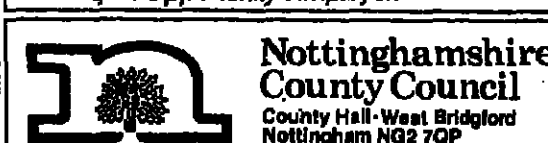
Principal Inspector

Soulbury (Headteacher Group 12) £19,437-£20,708 p.a. (At Present)

Applicants should be suitably qualified and experienced educationalists. The Authority is seeking a person with leadership skills to manage and develop a large team of inspectors whose focus is on the quality of educational provision. The Inspector's work covers all aspects of the curriculum and the primary, secondary and further education phases of the service, advising professional staff in schools and colleges. Candidates (male or female) should be able to demonstrate successful experience in and commitment to development work. The Principal Inspector will be expected to make a significant input, at a senior level, to the development of the Education Service.

Relocation expenses where appropriate. Application forms and further details are available from the Director of Education at County Hall. Closing date 21 February. Please quote ref. A12/145.

An Equal Opportunity Employer.



Southwark Hardware Servicing Enterprises Ltd.

This newly-established company is beginning its developmental phase and requires a number of senior staff to start the ball rolling for an innovative and exciting venture.

The company has been set up to accomplish a number of tasks:

1. To provide a servicing point for owners of business and personal microcomputers and peripheral devices.
2. To provide advanced, intensive training in microelectronic servicing techniques for up to 8 adults who have been unemployed for at least 12 months and who will become employees of the company following their training.
3. To establish a new form of organisation which will be part owned by employees and part owned by the Council.

Southwark Council are providing the initial funding for the enterprise with assistance from the European Social Fund on the training, but it is believed that the enterprise will become self-sufficient within 12-18 months.

It follows then that we are looking for staff who will be committed to starting and maintaining a business from scratch and developing it into a profitable concern as our recent studies of the market indicate it should.

Initially we are seeking to appoint:

TRAINING OFFICER

(Salary: £12,500 pa inc)

She/he will be skilled in microelectronic training within a workshop or further education environment (2 years minimum). Developing a system to cover block and day-release training for examinations of the GCE will be an initial priority as will selection of a group of trainees. All training will be in-house and entirely under the control of the Training Officer. Previous work with unemployed adults would be an advantage. The company is an equal opportunities employer and applications from the above posts are welcomed from everyone regardless of sex, race or disability.

Are you interested?

For details please write for application forms to:-

Dave Griffiths

Employment and Training Division

30-32 Peckham Road

London SE5 8DP

or telephone 01-703 6311 ext 2042.

Closing date 27th February 1986 (19402)

Lancashire County Council

An Equal Opportunities employer

TRAINEE EDUCATIONAL PSYCHOLOGISTS

Commencing salary will be within Soulbury Committee Salary Range Burnham Scale £8,886 - £10,659 p.a. (under review).

Applications are invited for the above posts with a view to secondment on Post Graduate Training Courses in 1986/87.

Applicants should possess an Honours Degree in Psychology, have completed two years teaching experience and obtained a provisional place on a Post Graduate Training Course with effect from October 1986.

On successful completion of a Post Graduate Course, trainees will be appointed, subject to availability of vacant posts as an Educational Psychologist within one of the Area Teams of the Schools Psychological Service.

Application forms and further particulars are available from the Chief Education Officer, Education Department, County Hall, Preston PR1 8PJ (SAE please) to whom completed forms should be returned quoting Ref: A110771/JJ.

Closing date: 21st February, 1986. (00016)

EDUCATIONAL PSYCHOLOGISTS continued

GRAMPIAN REGIONAL COUNCIL REGIONAL PSYCHOLOGIST
SALARY £17,757 - £18,420
R-197/86 TES

Applications invited from qualified educational psychologists with significant experience in a Child Guidance Service and Special Educational Needs to head a Regional Child Guidance Service and contribute to development of Special Educational Services in a developing Region.

Salary scale under review.

Attractive relocation package provides for refund or removal expenses plus generous assistance towards local costs.

Application forms and further details from Director of Manpower Services, 1000 High Wycombe, Bucks HP12 3JL. Closing date for applications February 1986.

Appointees service out of office hours. Tel: Aberdeen 682887, 1992031 660000

Examiners

ESSEX

EAST ANGLIAN EXAMINATIONS BOARD

Applications are invited for the following post which relates to an examination in the year indicated.

1987
Chief Examiner German CSE level.

Further details of this post are available from The Secretary, East Anglian Examinations Board, The London, Leiden Road, Colchester CO3 3RL. Tel: 0206 549451.

Closing date for applications 21st February 1986. 600000

Miscellaneous

A SALES CAREER with Sun Life of Canada. Suitable applicants aged 24 and 49 may be employed in the area of their choice. Phone 01-530 5400. Ext. 247 or write Mr. R.J. Colley, 2/4 Colney Street, London SW1V 5BH. (15238) 660000

AVAILABLE SEPTEMBER 1986. Places on official exchange scheme to Canada. Opportunities for personal and professional refreshment whilst retaining job security. Financial assistance and comprehensive guidance available. Interviews being held shortly. Details on receipt of SAS (F710) to JECT, Seymour House, 1000 High Wycombe, Bucks HP12 3JL. Tel: 0206 549451. 660000

EXERCISE Supervisory programme designer. Required for the new Fitness Studio, High Wycombe. Experience of weight training, aerobics and advanced fitness. Good promotional prospects. Tel: Martin Hahn 0484 26220. (15487) 660000

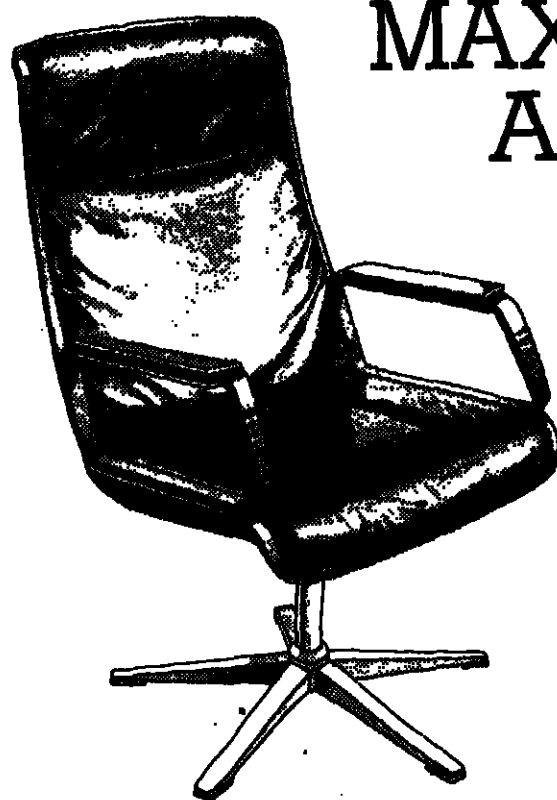
LONDON SW11

SOCIAL SCIENCE AND SOCIOLOGY

We intend to produce a range of book material on Social Science and Sociology. If you would like to write on one of these areas, contact: The Editor, Kevin Francis Publishing Ltd, 183 Battersea Rise, London SW11 1NP. Tel: 0722 9468. 660000

Honours Graduates

MAXIMUM POINTS AND NO PASSES



If you are looking for a fresh challenge, have you considered a career as a Tax Inspector? Your education will be used in an environment where, with intensive training, you will develop the skills of a lawyer, advocate, accountant, investigator, negotiator and manager. Within a few months you can expect to be handling your own casework. After 3 years you will be managing a sizeable team of staff, and in due course, you should be running your own tax district.

Qualifications: under 26 and a First or Second class honours degree in any subject or an acceptable equivalent qualification. First Year Students may apply.

Starting salary according to qualifications and experience from £6905 to £8915 for those aged under 26 and from £9565 to £10,915 for those 26 and over. You should be earning at least £2945 after 2 years and, 3 years later, you should be on a scale rising from £14,505 to £18,360. If you fulfil your promise, you should later be on a scale rising to £22,925. Beyond this there are opportunities for further promotion to the most senior grades in the Civil Service. SALARIES HIGHER IN LONDON (£1365, £765 or £545 according to location). Training can usually begin at an office in the area of your choice.

To find out more and for an application form write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1P, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours). Please quote ref A86/320/283.

The Civil Service is an equal opportunity employer

EDUCATIONAL SALES REPRESENTATIVE

E.J. Arnold, Britain's leading Educational Supplier is looking for an additional member for their sales team to promote selected ranges of their products. Working in the North of England, considerable emphasis will be placed on leading workshops and seminar presentations to groups of teachers and educational advisers.

Ideally, the successful applicant will have held a post of responsibility in the teaching profession, be a self starter and eager to succeed in a new career.

A competitive salary will be paid and a company car provided for the successful applicant.

Please send full details of your career, and salary, to date including why you feel you would succeed in this challenging role to:

Mrs. Yvonne Pitchforth, Personnel,
E.J. Arnold & Son Ltd, Parkside Lane,
Dewsbury Road, Leeds, LS11 6TD.

Closing date: 21st February, 1986.

This vacancy is open to all people irrespective of sex, race or disability. (18642)

E J Arnold

APPOINTMENTS



LEARNING THROUGH LANDSCAPES

PROJECT OFFICER

Salary (or Fee) up to £18,200

The school landscape should offer a rich and sheltered environment which should contribute positively towards child development. Yet the school landscape in the country is that associated with a landscape of poverty. A partnership has been formed between the County Councils of Berkshire, Hampshire and Surrey County Councils and the Department of Education and Science to launch a 3-year 'Learning Through Landscapes' Project. The partnership is looking for a Project Officer.

The main purpose of the project is to improve the educational potential of the school landscape. The project will involve research into school landscapes as a teaching resource. At the end of the project a curriculum of school landscapes as a teaching resource will be developed. The project will also involve the development of a curriculum of school landscapes as a teaching resource. The project will also involve the development of a curriculum of school landscapes as a teaching resource.

The Project Officer will be based in Winchester and will be responsible for the day-to-day running of the project. The full-time post will attract a salary of up to £18,200 per annum for the 3-year period. For further information contact:

County Managers Services Office
The Castle
Winchester
Hampshire
SO22 6UE
Tel: Winchester 544111 Ext. 205 or 316

Applications to be received by the 14th March 1986.

Interviews will be held on the 23rd April 1986.

Product Manager Educational Equipment

Initial Earnings Potential
£9,500-£10,000 + car + relocation

N.E.S., a member of the Coles Polymers Group, is a leading contractor in the Educational Market, supplying nationally and overseas a wide range of products covering most subject areas including Primary Teaching Aids, Nursery Equipment, Art Materials and Textiles. To assist in the planned expansion of N.E.S., we require a Product Manager, person appointed will be expected to contribute positively to our dynamic growth carrying responsibility for the development, sourcing and cataloguing of important sectors of our product range. Suitable candidates will need to demonstrate knowledge of the educational equipment market, plus personal qualities of enthusiasm, flair and flexibility. Applicants should forward a detailed C.V. with a covering letter by Friday 14th February 1986 to:

P.J. Whitworth, General Manager
Nottingham Educational Supplies
Nottingham Educational Supplies
17 Loughborough Road, Loughborough, Leicestershire LE12 6JH.
A member of the Coles Polymers Group. Telephone 0502 234251



Buckinghamshire County Council

EQUAL OPPORTUNITY EMPLOYER

DRUG EDUCATION

CURRICULUM DEVELOPMENT OFFICER

This new appointment offers the opportunity to develop and co-ordinate the county's response to drug misuse and to plan and meet training needs of all staff in the education system.

Salary equivalent to Barnham PE Loc. II (£8,076 - £12,864) and funds for this post have been made available from Education Support Grant for 2 years, from 1 April 1986 or on an interim basis thereafter.

Car user allowance. Removal expenses payable.

Further details and application forms from Chief Education Officer, County Hall, Aylesbury, HP20 1UZ (or telephone Aylesbury 5000, Ext 8126). The Education Officer (Personnel Section) is available for informal discussion on Aylesbury 5000, Ext 843.

COURSE TUTORS

British Railways, School of Transport, Darlington are looking for 3 Residential Tutors in connection with the Youth Training Scheme who are qualified and experienced in one or more of the following skills - canoeing, hill walking, rock climbing, abseiling, also counselling and training techniques.

Must be holder of a current driving licence. Required to reside at the school during weekdays for which free board and accommodation provided.

Salary range £6,500-£7,000. Application forms from:

Principal,
BR School of Transport,
Faverdale Hall
Darlington DL3 0UU

Closing date for return of application forms Thursday 20th February, 1986.

An equal opportunity employer ➡

MISCELLANEOUS continued

MUSIC PUBLISHING

The liveliest music publisher in the country, with major interests in the classical and popular areas, seeks a top-class:

EDITOR (EDUCATIONAL MUSIC)
The right person will combine a talent for both spotting and creating new publishing projects with an ability to manage the editorial department. This post will make exceptional demands but also offers exceptional opportunities.

Write in the first instance in confidence to: Janet Purcell, Faber Music Limited, Quays Square, London WC1N 3AU.

I trust this is sufficient incentive to contact me. I wish to know any more or have any queries, please do not hesitate to contact me. (197788) 660000

SUMMER TEACHING JOBS IN AMERICA work on American children's camps, mid-June to end August; see advertisement for details. Accommodation. 660000 (194233)

NORFOLK COUNTY COUNCIL NORFOLK MUSEUMS SERVICE GREAT YARMOUTH MUSEUMS TEACHER
SCALE 4/5 £6,900 - £8,697 p.a.

The Museums Teacher is responsible for the Museums Service in the Great Yarmouth Museum. The Education Service is based on intramural teaching, but also includes the organisations of lectures and special events both for children, teachers and other adults.

A qualified teacher with a degree and successful teaching experience is essential. Museums experience desirable.

Further details and application form from the Director of Museums Service, Castle Museum, Norwich, NR1 3JL. Closing date 28th February. (15851) 660000

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYMENT

A competent, lively and compassionate person is required to work with the Education Department of the London Borough of Waltham Forest. A Health Educator or teacher interested in health education is needed to work as a Drug, Alcohol and Solvent Abuse (DASA) Project Worker with teachers in the primary and secondary phase of education. The person appointed will be a skilled communicator used to working with small and large groups of adults. Applicants should be self-motivated, well organised and able to initiate new ideas in a practical way.

Salary will be in the range of Scale 5 or Barnham F.E. Loc. II (A) £6,900 - £8,697 p.a. (194233). Informal enquiries may be made to Jennie Peterson, Director of Teachers' Centre, 01-581 3311.

Further details and application forms are available from and returnable to: The Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton E15 0JF. Tel: 0206 5544. Closing date: 14th February 1986. (15851) 660000

Outdoor Education

DEVON

SILVER LODGE

Qualified instructor drivers required for March 1986. Interviews by arrangement with R. J. Colley, 2/4 Colney Street, London SW1V 5BH. Tel: 01-530 5400. (15487) 660000

DEVON

SILVER LODGE OUTDOOR CENTRE

Excellent value for money outdoor adventure activity programme. Tel: 0353 7828. Write Silver Lodge, 2000 High Wycombe, Bucks HP12 3JL. (15487) 660000

DYFED - WALES

Instructors required February 1986. Applicants must be 21 and over and have a minimum of 2 years' experience in outdoor pursuits. Qualifications in mountain walking & camping, rock climbing, caving, canoeing, wind surfing, orienteering. Experience in marriage counselling and a valid driving licence an advantage. Full C.V. and references to: Steve Bennett, Dyfed Activity Centre, The Llanelli, Dyfed, SA1 1ST. Tel: 0558 822444. (15487) 660000

LAKE DISTRICT

SENIOR INSTRUCTOR/NURSE

Quick response person with experience in Outdoor Education and a valid driving licence. Must be available to work on their school activity programme in the Lake District National Park. (Short and long term posts available from early March 86.) Please send full details of experience to: Nigel Reed, Quaker, 25A, Tel: 01223 6427. (15415) 660000

LAKE DISTRICT

CENTRE MANAGER

Quick response person with experience in Outdoor Education and a valid driving licence. Must be available to work on their school activity programme in the Lake District National Park. (Short and long term posts available from early March 86.) Please send full details of experience to: Nigel Reed, Quaker, 25A, Tel: 01223 6427. (15415) 660000

English as a Foreign Language

BOURNEMOUTH

MANAGEMENT INTERNATIONAL

RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preliminary Certificate in Teaching English as a Foreign Language.

For details write to ITTC, 674 Wimborne Road, Bournemouth, Dorset BH11 1JL. Tel: 0202 331195/9581.

EAST SUSSEX

EMBASSY STUDY TOURS

Require EFL teachers and course managers on summer courses in: Ashford, Brighton, Chichester, Hastings, Lewes, London (SE & NW), Oxford, Stirling, and St Leonards. Apply with CV to: East Sussex, 199211. 700000

HERTFORDSHIRE

Wanted experienced and enthusiastic EFL teachers for non-residential summer courses in High Wycombe, Bucks. Post available for teachers (normals only) or teachers (group leaders) (whole day). Interviews in U.K. and June. Apply with CV to: Philip Stiller, London Language Laboratory, 82, 28001 Madrid. Spain. (19091) 700000

BUCKSWOOD GRANGE SUMMER SCHOOL

Temporary staff required for July and August

COURSE DIRECTORS
Experienced staff with managerial skills for positions of considerable responsibility.

EFL TEACHERS
Teachers with an EFL qualification and/or teaching experience who are also prepared to assist with a sports/activity programme.

SPORTS COACHES
Qualified teachers with an interest in taking an energetic part in a sports/activity programme and assisting with EFL teaching.

All applicants should hold a clean driving licence. An attractive rate of remuneration will be paid plus free accommodation.

If you are seeking vacation employment which is stimulating, rewarding and hard work, write enclosing a C.V. to the Director of Studies, Buckswood Grange, Uckfield, Sussex TN22 3PU stating clearly the dates you are available. Further details will be sent upon receipt of an a.s.e.

EUROCENTRES

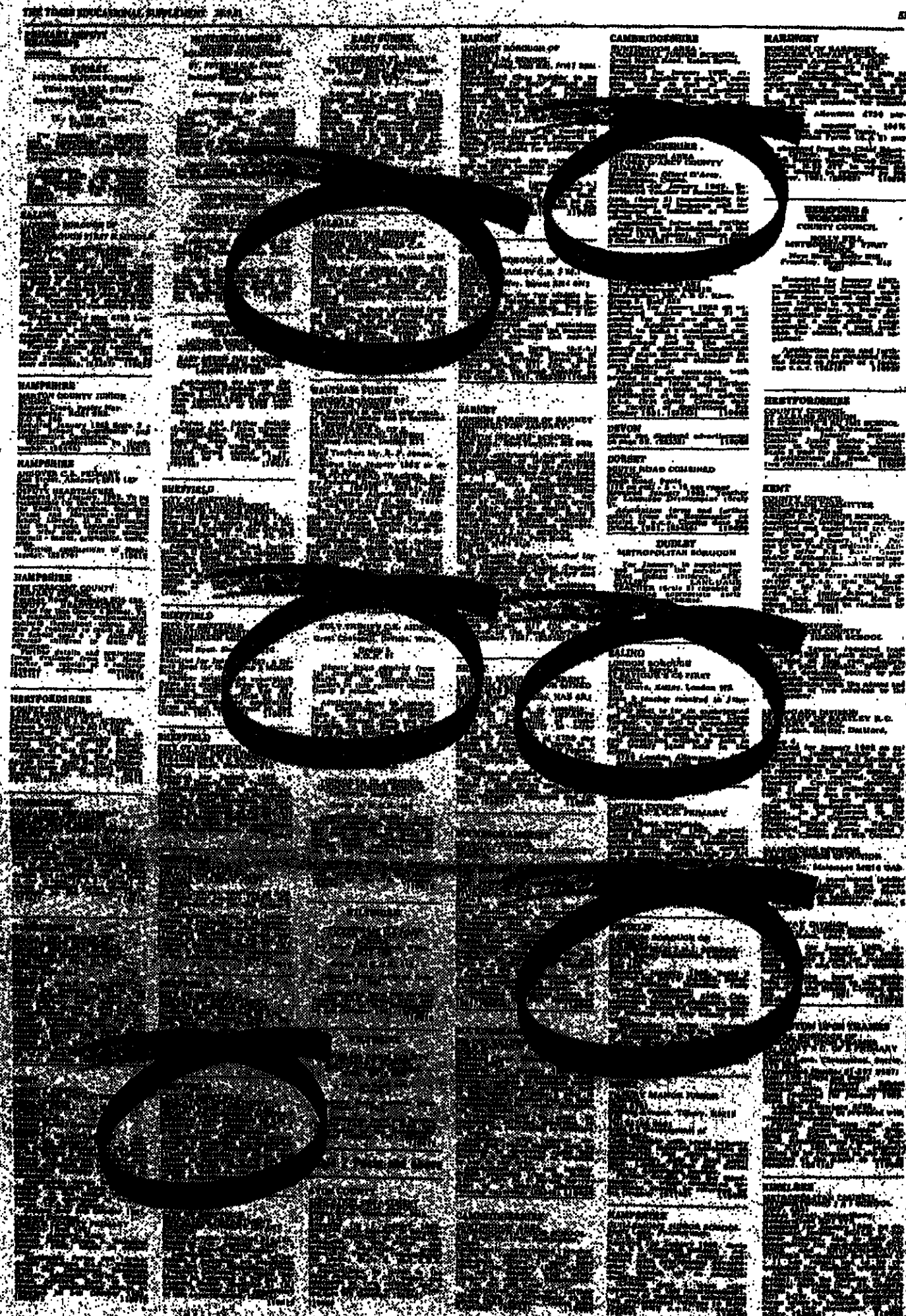
We are looking for Temporary E.F.L. Teachers aged between 24 and 32 to start on either 7th April, 7th July or 4th August, 1986. The vacancies exist for a period of 3 to 6 months.

Applicants must be qualified teachers or graduates with specific E.F.L. training and teaching experience. Good salary and working conditions.

For further details please write, stating periods available and enclosing Curriculum Vitae, to:-

D. Ferris, M.A., Principal, Eurocentres, 28 Dean Park Road, Bournemouth BH1 1HZ, Dorset.

If you do not receive a reply to your application within 4 weeks please assume that it has not been successful. (19861)



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Please reserve/deliver a copy of The Times Educational Supplement to me every week until further notice.

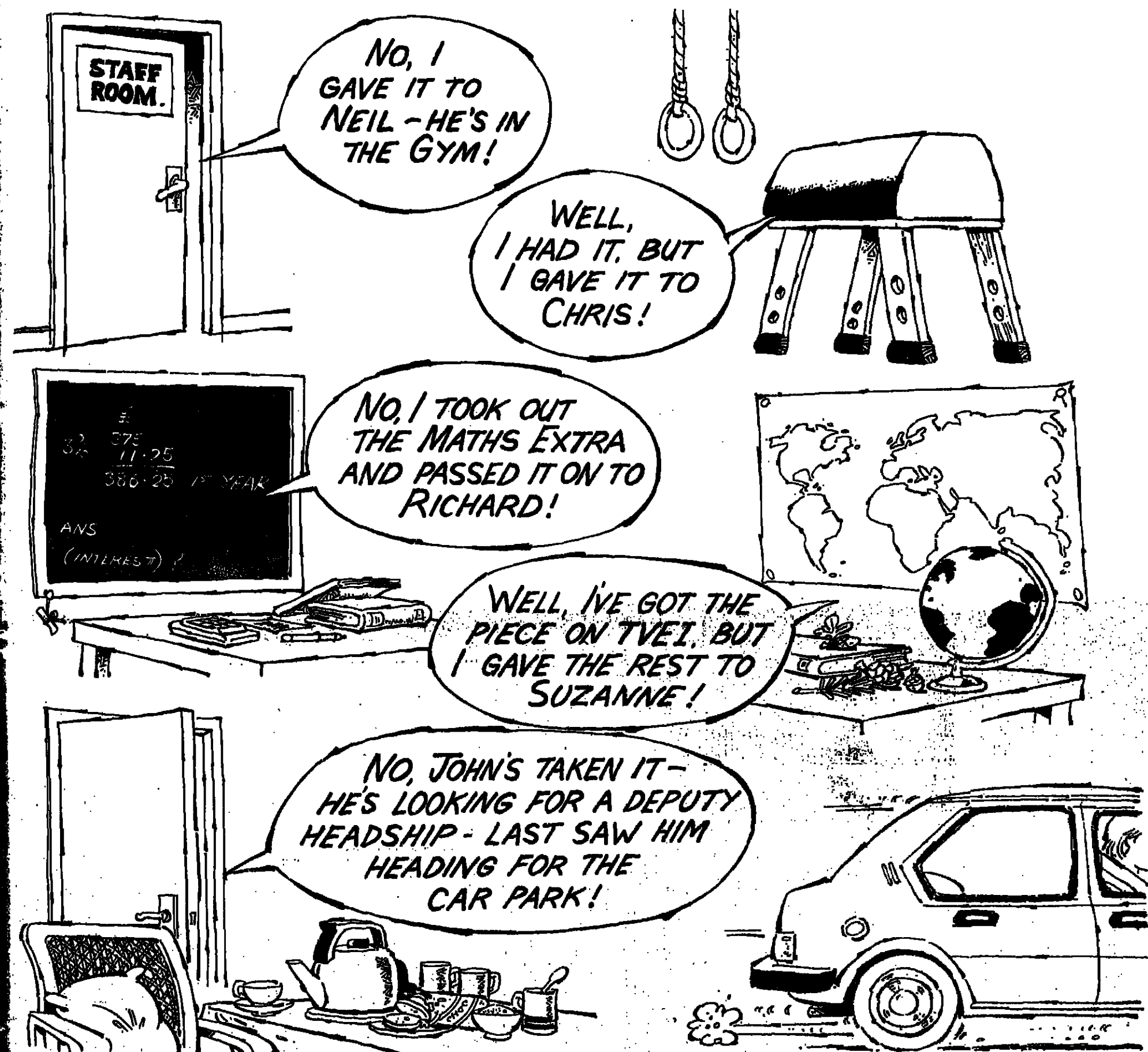
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ADDRESS _____

SIGNATURE _____

DATE _____

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Educational Supplement

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